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ABSTRACT

Developed as an aid to Oklahoma educators, these easily duplicated learning activities can be used as a supplement in elementary and secondary social studies courses. Some of the teacher-developed activities are self-contained, while others require the use of publisher-available books and films. There are three major sections: Elementary; Middle School/Junior High; and Senior High. Elementary-level activities deal with self-concept, personal space, family, neighborhoods, rules, laws, needs, Oklahoma history, U.S. history, and the student's role in the world. At the middle school/junior high and senior high levels, activities are grouped by discipline, including U.S. history, economics, geography, government/civics, Oklahoma history, American studies, psychology, sociology, world history/cultures, and general social studies. Some examples of the types of activities included follow. Elementary students prepare bulletin boards, conduct surveys, interview senior citizens, and write a list of rules that will govern their class. Middle, junior, and senior high students participate in U.S. history skits, prepare budgets, draw maps of their neighborhoods, and listen to guest speakers. (RM)

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CLASSROOM LEARNING ACTIVITIES FOR SOCIAL STUDIES

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FOREWORD

Classroom Learning Activities for Social Studies has been developed as an aid to Oklahoma educators who are interested in the improvement of social studies education in their schools.

The State Department of Education is pleased to be able to provide this resource to the educators in Oklahoma. We hope this will be a useful tool for enriching the lives of children through the social studies curriculum.

We gratefully acknowledge and thank all of those who contributed, both directly and indirectly, to the final product.

Leslie Fisher

Leslie Fisher
State Superintendent

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PREFACE

Classroom Learning Activities for Social Studies brings together ideas from many teachers statewide and provides a unique opportunity for sharing. The committee and its contributors were diligent in gathering and compiling useful activities to pique the interest of teachers. Great care was taken to choose activities easily duplicated in any classroom. In fact, many activities may be reproduced directly from the guide with no extra preparation required. The committee is very proud of its efforts and is indebted to the many contributors who took the time out of busy schedules to share ideas with fellow professionals. We sincerely hope Oklahoma teachers will find CLASS a useful addition to their classrooms.

ELEMENTARY

The material in this section is keyed to the units in _Touching, Living, Growing . . . Elementary Social Studies_ that was printed by the State Department of Education in 1981. Copies of that publication may be obtained by writing: Social Studies Specialist, State Department of Education, 2500 North Lincoln, Oklahoma City, Oklahoma 73105.

KINDERGARTEN

The material in this section is keyed to the units in Touching, Living, Growing . . . Elementary Social Studies that was printed by the State Department of Education in 1981.

Section A: Classmates and friends

WHO'S HERE?

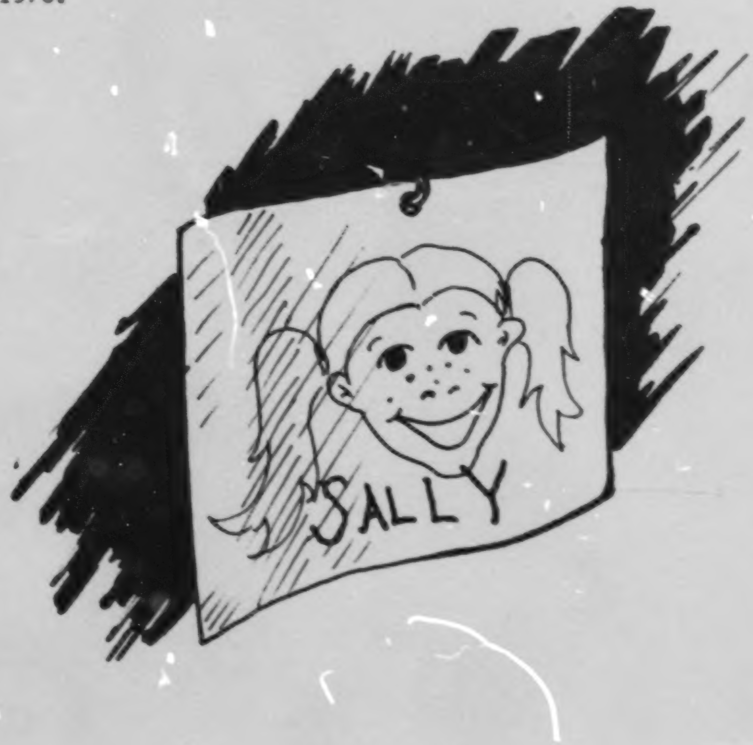
Have each child make a self-portrait (a cutout) and print his/her name on it. Punch a hole in the top of it with a paper punch.

Arrange cup hooks on a bulletin board. The first thing each morning, ask each child to choose his/her portrait from the pile on a table and hang it up on a cup hook. The class can tell who is absent by the leftover pictures. (Teacher should double-check, of course.) The children soon learn each other by name and learn how to read the names.

The following books will help generate discussions about the feelings, experiences, and problems that children encounter in and out of school.

Keats, Ezra Jack. A Letter to Amy. New York: Harper & Row, 1968.

Krasilovsky, Phyllis. The Shy Little Girl. Boston: Houghton Mifflin, 1970.



Section A: Senses

WHAT IS IT?

Have available enough apples and oranges so that each child can have a small piece. Put an apple and an orange on the table.

Visual. What are these?

(Accept all answers. Fruit--categorization)

Similarities. How are they alike? (Both have skin; both are round; both may have seeds; etc.)

Differences. How are they different? (Different color; somewhat different shape; one has a stem, the other does not.)

Feel. One is smooth; the other is not as smooth.

Smell. Describe the difference.

Taste. Describe how each tastes.

Note: While cutting the apples, talk about halves, quarters, eight pieces, and sharing.

BEAN BAG TOSS

Divide the class into two teams. Give each team a bean bag. Ask questions as to what senses are used in a variety of tasks, such as listening to a record (ears--hearing). Each student who answers a question correctly is awarded two points for his/her team and a toss at the wastebasket for two bonus points.

Section A: Body image

FINGERPRINTS

Using paper and ink pad, allow each child to press a finger in the ink and make a fingerprint on a large chart. Label each print with the child's name. With a magnifying glass have the children see the differences in the prints.

Section B: Clothing

SEASONAL DRESS

Make a center with boy and girl paper dolls and various types of clothing for various seasons. Place a picture of the season on the table and have the students dress the dolls appropriately for the picture. Example: Snow scene--have coats, scarves, boots, hat, mittens, etc.

Section A: Self-esteem

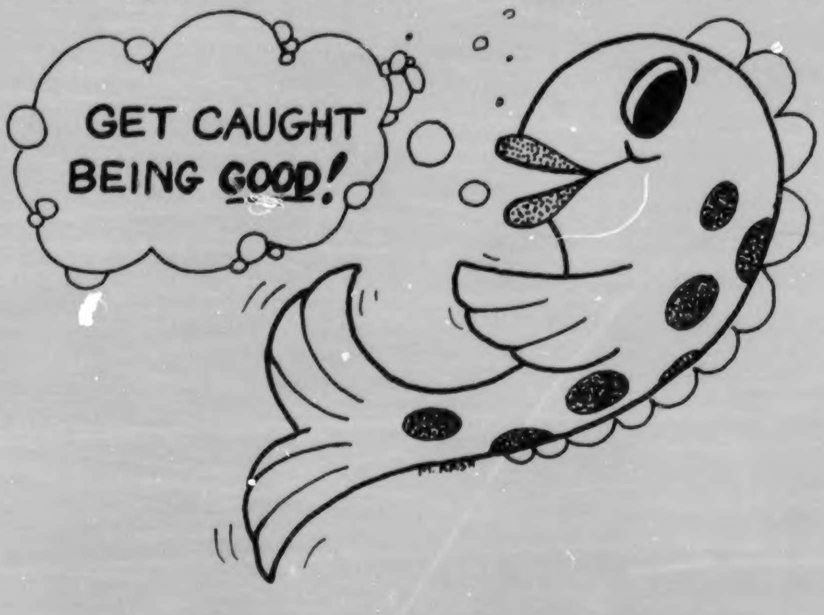
GET CAUGHT - BEING GOOD

Fasten a large net on the wall. Cut out a big fish about two feet long and laminate it. Draw a cartoon-type word balloon with the words "Get caught being good!" and draw bubbles going from the fish's mouth to the words.

Draw a large fish basket with rows of small fish in it. These can be different colors for different classes. When a child's behavior warrants it (according to your criteria), write his/her name on one of the small fish.

Variations: Have a huge spider web and a large spider hanging close to it with the words "Get caught in the spider web. Let everyone know you're doing great!" Add names to white spaces on the web as children's behavior merits it.

On special holidays, put a felt decoration depicting the holiday on the bulletin board, cut out various shapes, and decorate the bulletin board as a child's efforts are recognized. Pictures of the children can be added to these decorations. Examples: (1) Cut out two star shapes and a square to frame the child's picture. Glue the pieces together and place the decoration on a felt tree. (2) Cut out two jack-o-lanterns with a small square cut out of one to hold the child's picture.



Section B: Emotional expressions

MUSICAL HUGS

This activity requires an instrumental record such as "Pretend" by Hap Palmer. You will also need the book T. A. For Tots by Alvyn Freen.

The time and group size is flexible. Begin by reading Chapter 3 of T. A. For Tots and discussing what makes people feel good and what makes people feel bad. Tell the students that we all need to be hugged at times to be happy, healthy people and that you are going to play a game to give everyone a warm feeling.

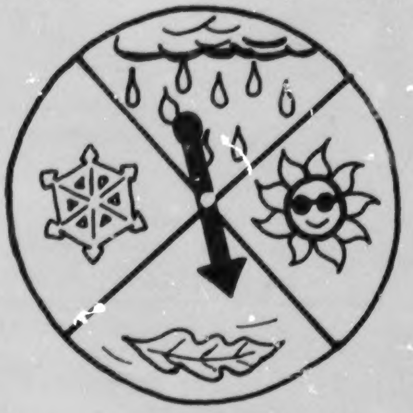
The rules are (1) Walk around the room without touching anyone while listening to the music. (2) When the music stops, give one person nearby a warm hug until the music begins again. (3) Hug a different person each time. (4) If you don't want to play, you may sit and watch.

After this is done several times, talk about how it felt. This game can get rowdy, but if limits are set, it is great fun and lets children know touching is OK. The teacher will enjoy participating also.

Section C: Days and seasons

DIAL-A-SEASON

Make a large cardboard disc to fasten to the bulletin board. Divide it into four parts and place in each part a picture that represents a season. Make an arrow for the children to spin and fasten it to the disc. After a child spins the arrow, ask him/her a question relating to the season the arrow stops on. Example: What item of clothing would you wear? What kinds of things would you see only in this season? What do bears do then?



SEASONS

Assemble books about all the seasons, such as A Pocketful of Seasons by Doris V. Foster (New York: Lothrop, Lee & Shepard, 1960); Seasons by John Burmingham (Indianapolis, IN: Bobbs-Merrill, 1970); and The Year at Maple Hill Farm by Alice and Martin Provensen (New York: Atheneum, 1978). Find pictures depicting seasonal activities or clothing. Bring four bags with clothing and seasonal objects in each.

Discuss seasons and their names. Show several pictures of seasonal activities, naming each season. Read and discuss books about seasons. Have a few children role-play an activity and have the class guess which season it is in (Example: swimming, making a snowman, etc.).

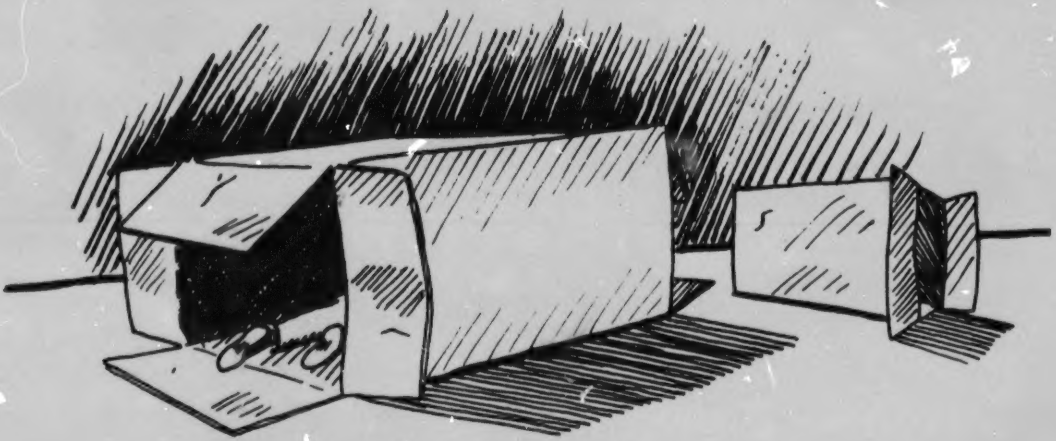
Give one child an object and clothing from one of the four bags. Have children guess what season it represents. Let the child who guesses have the next turn. (Example: wool hat, boots--winter)

Have children draw small pictures of their favorite season. Graph the drawings and discuss results.

Section A: My space

MY SPACE

For spatial awareness, have numerous boxes of various sizes in the classroom so that children get a feel for the space their bodies occupy.



Have several small boxes that a child can sit in but with legs hanging out; place several boxes in a row for train cars that a child's whole body barely fits in; and have huge boxes that the students can crawl through, lie in to be alone, or try to stand up in and bump their head without hurting. Cut crawl holes in various shapes and sizes. If some of the holes are rather small, the child must manipulate arms, shoulders, and head in various ways to succeed in getting in or out, and body awareness is emphasized. Space words can be used in all these activities: "in," "through," "out," "over," "under," etc.

Make an obstacle course, using various sizes of boxes, ropes, tables (to go under), etc.

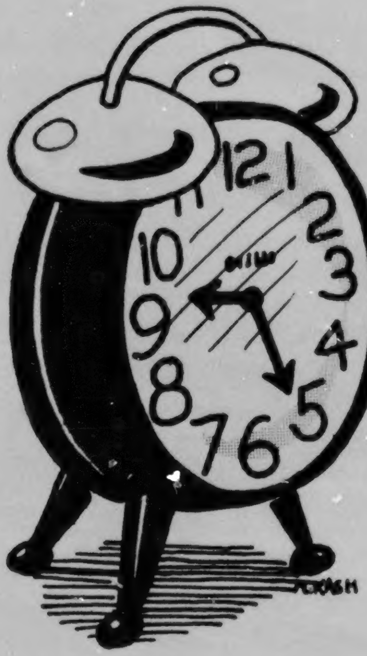
Section A: Days

TEMPORAL AWARENESS

To give the small child a better "feel" for time, use a timer or alarm clock in your classroom. Set the timer for very short times at first and say, "In five minutes it will be recess. During this five minutes we will clean up our room." Or, "I am setting the timer for one minute. Skip around the room until the timer rings, then sit down in your chair."

As attention spans increase, progress to longer time periods. For example: "We will do these picture number pages for fifteen minutes."

You are not trying to teach time, but to give each child an awareness of how much can be done in a certain time span. This may help with later organization.



FIRST GRADE

The material in this section is keyed to the units in Touching, Living, Growing . . . Elementary Social Studies that was printed by the State Department of Education in 1981.

Section C: My teacher

BULLETIN BOARD

At the beginning of school, put up a bulletin board captioned "Getting to Know (name of teacher)." On the board, staple clear plastic holders. Photographs of your family and activities can be easily displayed and changed. Cut out pictures of your favorite things (food, books, birds, trees, children, church) to display. Later, give each child the opportunity to be the feature of a bulletin board captioned "Very Important Person--____________." Have children bring pictures to display or let them cut pictures from magazines.

Section D: My friends

BIRTHDAY BOOK

Class members are given paper (approximately 6" x 8"--scrap paper from local print shops is convenient if available). On a child's birthday say to the class, "If you could give ____________ anything in the world--money is no object--what would you give your friend? Draw a picture and write your greeting." Then you write "Happy Birthday, ____________" on the chalkboard. Before beginning, solicit the child's favorite foods, toys, clothes, colors, etc. Make a cover for the book--usually "Happy Birthday, ____________, from Your Friends in First Grade"--with school name and date on balloons or banners.

Assemble the book and have the birthday child sit by you while you show it. The child who has drawn each picture may comment or interpret.

HAPPY
BIRTHDAY

Section A: Places in school

MAP OF SCHOOL BUILDING

Take your class on a tour of the building, noting special places such as the principal's office, secretary's desk, cafeteria, rest rooms, and the door the children use at recess time.

When you are back in your room, draw a large map of your building and let the children help you label the places correctly.

Section C: Helping each other

SCHOOL CLEANUP

Have students conduct a survey of the school yard for signs of students' neglect. Have them brainstorm ways for improving the appearance of the grounds. Let the class plan a cleanup campaign for the school and make posters to promote the cause.

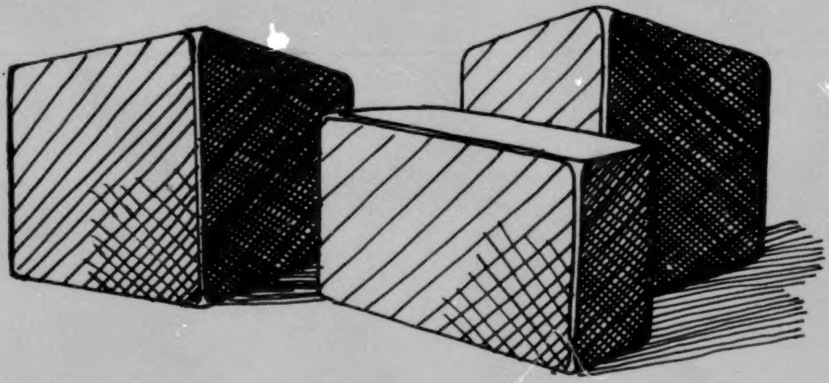
TRASH
A. NASH

Section A: My responsibilities

RELATING RESPONSIBILITIES

At the beginning of school have a discussion about what the word "responsibilities" means. Then ask the students to tell about some of their responsibilities at home. List these in one or two words on the chalkboard under the heading "My Responsibilities at Home." From this discussion, lead them into thinking about how responsibilities at school might be alike or different from those they have at home. List these under the heading "My Responsibilities at School."

Later, some of these suggestions might be listed as classroom rules.



Section D: Solving problems

COMMUNICATION HELPS TO SOLVE PROBLEMS

Before class starts, construct a complex building with blocks. When students arrive, divide the class into groups of four or five. Ask each group to build a building exactly like the one you made. Tell some groups that they may talk to each other while building, and tell other groups that they may not talk. After the groups have finished their duplicates of your building, talk with the children about the experience. What things helped them to do the job? Was it easier to work together in the groups that talked or the groups that were quiet? What things did they talk about that helped them construct the building? Why was it harder to work together without talking to each other?

Section A: A look at me

ALL ABOUT ME

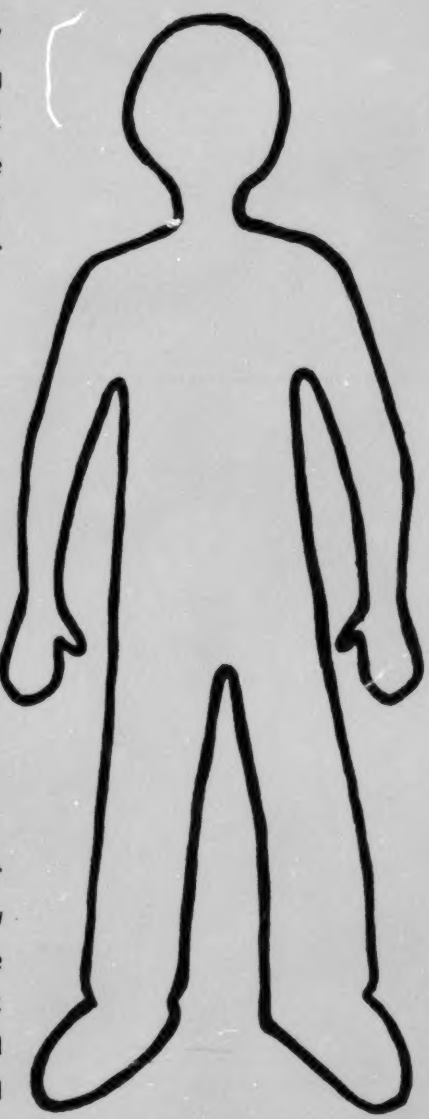
Children have their own bulletin board to display things about themselves. They bring many pictures of their family, pets, or family vacations. They display their drawings and bring their favorite stuffed animals. They cut out pictures of their favorite foods and favorite sports to add to the display. Each child will have two weeks during the school year for his/her display, "All About Me."

STUDENT OF THE WEEK

Each student in the class draws a picture of the child of the week. Each child then writes a creative story on what he/she likes about the child selected. In the center of the bulletin board, place the best-drawn picture of the child selected. Each day for one week, display a different story written by the children so that each child's story is on the bulletin board at some time.

IS THAT ME?

Before you have open house, trace on paper around each child's body. Let the child draw features and color hair and clothes. Have the child cut out two of the shapes and by looking at another child's back, color in the back--hair and clothes. Place the two shapes back to back and staple at intervals around the outer edge, leaving sufficient room to allow the child to carefully stuff the "doll" with waste paper. On open house night place the child's "other me" in the correct chair.



Section B: Things I can do

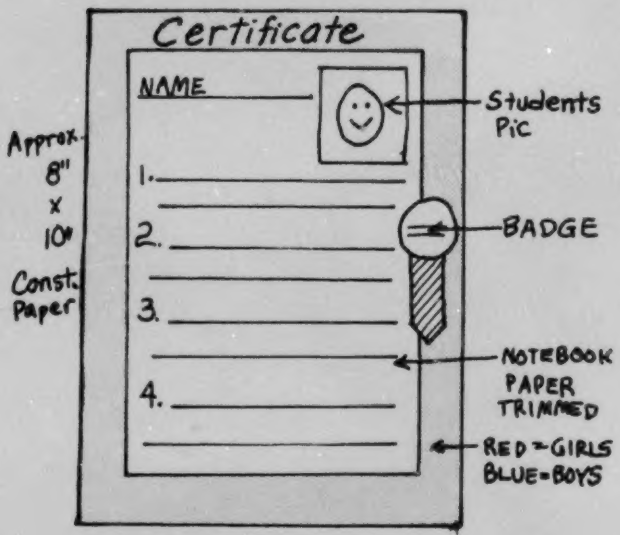
STUDENT OF THE WEEK

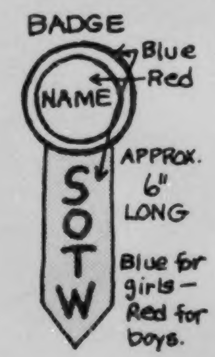
Ask each student for a current school picture. Put all students' names on slips of paper; separate boys and girls.

On Monday of each week, draw one girl's name and one boy's name. Have those two students step out into the hall to practice something, such as math flashcards, while the rest of the students name five things they admire or appreciate about the two selected students. The qualities can be something they have observed anywhere--in another class, on the playground, at Boy Scouts or Blue Birds, in church, or in their neighborhood. For example, "I like the way Bill works quietly," or "Mary listens to me," or "Tom is a great tackle on our football team." Make note of each item to be written on a certificate.

Prepare a certificate for each student who is selected for the week. These can be made in advance by a parent volunteer. Red, white, and blue lend a patriotic theme promoting good citizenship. These two students will be the teacher's helpers for the week.

A badge can be worn by the student or taped to his/her desk for the week. At the end of the week, glue it onto the right side of the certificate to be taken home and "treasured for the next 100 years!"


Certificate
NAME
1.
2.
3.
4.
Approx. 8" x 10" Const. Paper
Students Pic
BADGE
NOTEBOOK PAPER TRIMMED
RED = GIRLS BLUE = BOYS


BADGE
Blue
Red
NAME
SOTW
APPROX. 6" LONG
Blue for girls – Red for boys.

Section B: Families different from mine

DIFFERENT RACES

Following a discussion of different racial groups, draw a bar graph on the chalkboard. There should be one bar to represent each racial group in your room. Mark the graph to show the racial makeup of your room.

Section C: Family celebrations

THANKSGIVING FEAST

As a climax to the study of the history of the Pilgrims' journey and settling of the first American families, the children decorate a long piece of bulletin board paper to put on the floor to use as a "pretend table." The children dress as Pilgrims and Indians. Serve them some of the first American foods that the Indians and Pilgrims shared. The children can bring apples, carrots, and popcorn to share with each other and have a "tasting party."

MURAL/THANKSGIVING FEAST

Discuss the coming of the Pilgrims to America and their relationship with the natives. Stress the four primary needs--food, shelter, clothing, and recreation--of each culture group.

Create a mural to serve as the background for an enactment of the Thanksgiving feast. Assign two students to each part of the mural--teepees, log cabins, wild animals, gardens, Indians, Pilgrims, etc. Each child can draw one of these, cut out the drawing, and glue it to the mural.

To prepare for the Thanksgiving feast, the children dress as Pilgrims and Indians. Make Pilgrim hats and collars from black and white construction paper. Prepare group poems and songs for the feast and provide cups and plates.

Section B: Where we live

ANIMALS/PEOPLE NEEDS COMPARISON

For this activity you will need four sheets of paper 18" x 36", old magazines, catalogs, scissors, and glue. Relate the needs of people with the needs of animals by discussing (1) food, (2) shelter, (3) clothing, and (4) recreation. Then divide the class into four committees, each with a chairperson and a glue person. Provide the class a large sheet of paper with the name of a need at the top. Committee members will select pictures, such as animal shelters and people shelters, to give to the chairperson to cut out and then pass along to the glue person to attach to the paper. The papers are then used for further class discussions about the comparisons.

DO I LIVE IN A HOUSE LIKE THAT?

Display pictures of animal families and where they live. For example: dogs in a doghouse, monkeys in a tree, tigers in a cage in the zoo, cows in a barn. After a discussion of the various shelters and places where the animal families live, have children draw pictures of their families and where they live.

Section D: Needing others

MURAL ON COMMUNITY HELPERS

Discuss our community helpers--police officers, firefighters, school librarian, baker, and grocery personnel. Show a filmstrip about community helpers, then have each child choose a community helper and write a short description: "My community helper is __________. My helper helps by __________." Put the description on a 3" x 5" card, then cut out or draw a figure to represent this community helper and glue the picture onto a mural. The figure may also be drawn directly on the mural. You might also plan a visit to a community helper's workplace, such as a children's hospital, fire station, police station, library, etc.

HOSPITAL TOUR

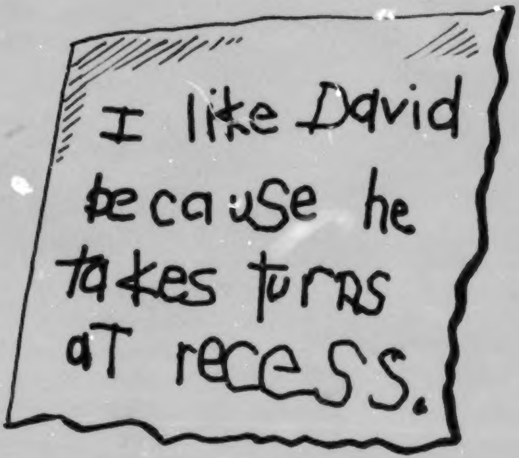
Arrange a visit to a hospital in your community. Ask a nurse to show the children the equipment used to take care of children in the hospital. If a doctor would visit with the class, show the children a stethoscope and let them listen to their own heartbeat. The tour will help allay many childhood fears of going to the hospital.

Section B: Others are special

I LIKE YOU BECAUSE

As soon as your students are acquainted with each other, start this activity. At first it works better in small groups. Have all the girls' names on slips of paper in one box and all the boys' in another. Draw a girl's name and let each child in the group say, "I like ____________ because ____________." Then do the same thing with the boy's name. As this activity continues, the items shared will grow from the tangible "blue dress" to sentences such as "She helps me with my math" or "He plays with me."

A follow-up to this can be a special bulletin board entitled "I Caught You." When you or another teacher observe a special act of friendship or kindness, a folded paper is placed on the bulletin board with the child's name showing on the outside and the observed behavior on the inside. Rather spontaneously, the students will start participating. Accept these observations and try to have each of your students' names on the board before you change to another activity.



I like David because he takes turns aT recess.

Section D: Being courteous

MANNERS

Use the ideas in this activity to emphasize the difference between good and bad manners. For the activity you will need hand-drawn cartoon characters to illustrate the following names: "Me First"; "Rip, Smash, and Ruin"; "The Noiseys"; "The Pigs"; etc. These are assembled on a bulletin board periodically as each new character is introduced. A list of books that can be used to introduce these new characters includes What Do You Do, Dear? by Sesyle Joslin (Reading, MA: Addison-Wesley, 1961); What Do You Say, Dear? by Sesyle Joslin (Reading, MA: Addison-Wesley, 1958); and Manners Can Be Fun by Munro Leaf (New York: Lippincott, 1958). These books can also be used for a dramatization of the importance of making rules and obeying them (or make up your own dramatization idea). Read the Duso Kit story "Just a Little Peek" with a list of questions for the children following it, such as (1) How did Pete "peek just a little"? (2) Why didn't the children want Pete to peek at all?

Use pictures of children in various situations involving manners, and Buddy Bear posters or letters from first-grade Weekly Reader to generate a discussion about manners and the "why" of rules.

Other ideas that may be included in studying about manners are stories, poems, pictures, role play (especially introduce a "spontaneous" pushing and shoving discussion at "line-up" time), creative writing, and a rules/manners/ ideas chart.

MANNERS

Discuss the importance of using good manners. Have students role-play situations in which they [illegible] good manners.

SECOND GRADE

The material in this section is keyed to the units in Touching, Living, Growing . . . Elementary Social Studies that was printed by the State Department of Education in 1981.

Section A: Land and street

LEAF COLLECTION

Encourage students to collect leaf samples of local trees. Discuss what kind of trees grow best in their area.

MY COMMUNITY GAME

After the students have become familiar with the enlarged map showing where they live in the community, play games with directions given verbally or make a folder activity for a learning center.

Use a question and directions such as the following: If you start at the school and follow the directions listed below, where will you be each time?

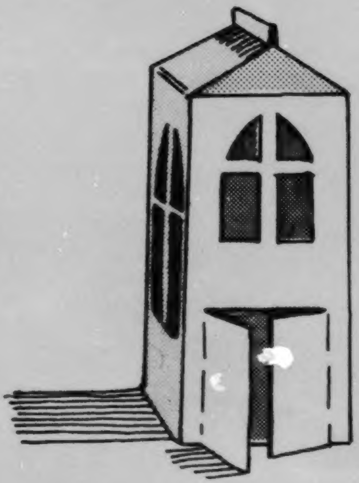
1. Go three blocks west. ____________________
2. From his/her house go two blocks north. ____________________
3. Now go one block east and one block north. ____________________
4. Go two blocks east and one block south. ____________________
5. Now travel three blocks east, two blocks south, and one block west. ____________________

Make your directions to coordinate with children's homes, ice cream store, grocery store, church, school, etc.

Section B: Homes and other buildings

MODEL CITY

Have students construct a cardboard city using a piece of cardboard 22" x 48". Discuss the needs of a suburb--schools, church, fire station, hospital, etc., and use milk cartons to construct buildings and houses. On another piece of cardboard show the layout of the water lines, sewage lines, telephone lines, and power lines.



Section 8: Satisfying wants and needs

EARN A STARBUCK

This is an ongoing activity that begins as soon as you are familiar with each child's level of functioning in academic tasks.

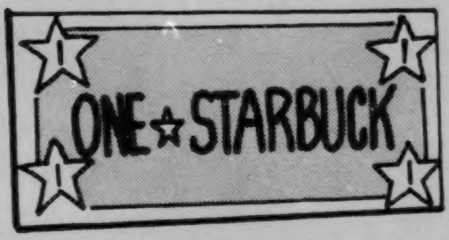
In each child's folder write assignments for a certain period of time and indicate how many stars will be given for completion. (One star for one preprimer story, one star for a particular number of arithmetic papers, etc.) The stars will be pasted onto the folder.

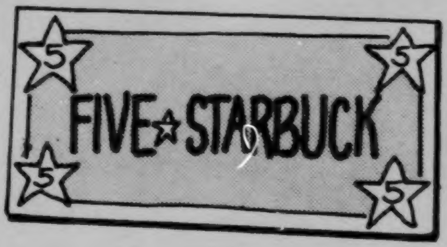
Sometime during art class, show the students how to make a billfold from old wallpaper books. These are marked and remain in the child's desk. Duplicate a very simple deposit slip, checkbook, and starbucks, the latter in denominations of 1, 5, 10, and 20.

At the end of the week each child receives starbucks equivalent to the stars on the folder, choosing which denominations. Each child signs a dated payroll sheet. Now the child must decide whether to risk keeping the starbucks in the billfold or to deposit them in the Starbuck Bank. If they are deposited, a deposit ticket is made out in duplicate and the child receives a copy to be placed in the billfold.

Once a month the Ritchison General Store is open for one-half day, and starbucks can be spent for any item there. If the starbucks have been deposited in the bank, a check must be written. The check stub is kept correctly, showing starbucks spent and balance left. There are no charge accounts and no layaway plan. Only what has been earned may be spent.

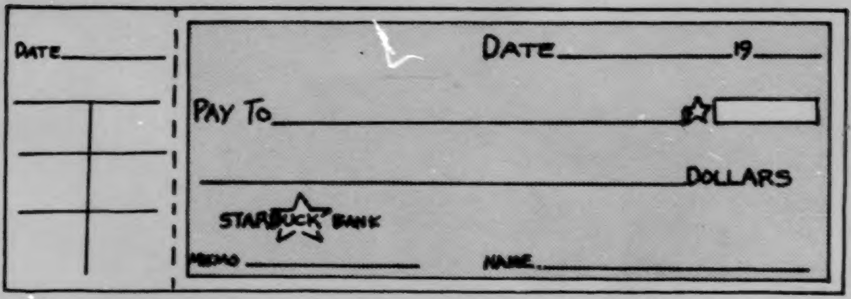
(continued)





Some items in the store are:

Free time slips
Bookmarkers
Old preprimers
Coloring pages
Old jewelry
Barrettes
Small notebooks (made from wallpaper books)
Old Highlights for Children magazines
Sample bottles of hand lotion
Small bars of soap
Homemade cookies
Party favors



DATE ______

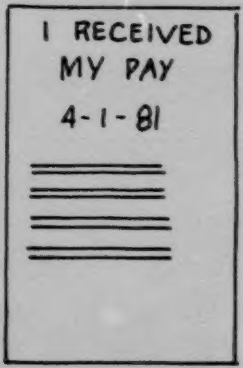
DATE ______ 19 ____

PAY TO ________________ $☆ ____

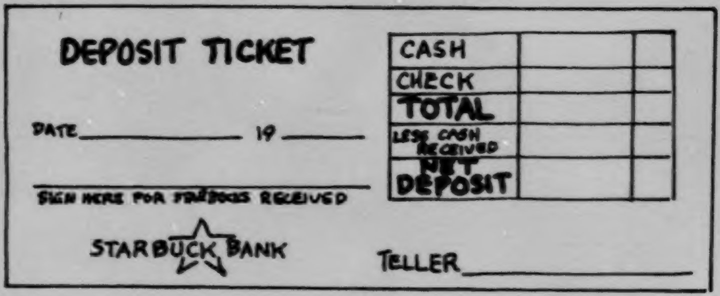
________________ DOLLARS

STARBUCK BANK

MEMO ______ NAME ______



I RECEIVED MY PAY 4-1-81



DEPOSIT TICKET

DATE ______ 19 ____

SIGN HERE FOR STARBUCKS RECEIVED

CASH		
CHECK		
TOTAL		
LESS CASH RECEIVED		
NET DEPOSIT		

STARBUCK BANK

TELLER ______

Section A: Identifying businesses in my neighborhood

COMMUNITY PLACES

List the following topics on the chalkboard or bulletin board: Places for Communication; Places for Service; Places for Transportation; Places for Fun; Places to Learn; Places to Eat; Places of Worship; Places for Safety; Places to Buy Things; and Places That Make Things. Have students brainstorm and think of places in their neighborhood to fit in each category. Let several students record the responses on the chalkboard or bulletin board under the correct headings. Have students add to the lists each day during the study of their neighborhood.

THE DELI
SCHOOL
ZOO

Section C: Providing services

IMITATIONS

Choose a neighborhood helper who produces goods or services. Choose one student to imitate the job being done by the helper. Students raise their hands and by guessing correctly get to be the next imitator. Discuss whether the helper gives goods or services.

Section A: Workers in my neighborhood

COMMUNITY HELPERS

Day 1. Begin by asking, "Who helps you do things?" Have the children give ideas on who helps us and how. In Busy People by Joe Kaufman (New York: Golden Press, 1973) read the chapters titled "Teacher," "Policeman," "Fireman," and "Postman." Make a large chart like the example. Have children write their name in the space that names what they would like to be. Ask, "Which do the most people want to be? Which do the fewest people want to be?"

TEACHER	POLICE OFFICER	FIREFIGHTER	MAIL CARRIER

Day 2. Review the first day's activities. Finish reading Busy People. Have students bring from home pictures of people who help us. Discuss these pictures the next day. Show an appropriate film about some community helpers.

Day 3. Read The New Teacher by Miriam Cohen (New York: Macmillan, 1974) and Policeman Small by Lois Lenski (New York: Henry Z. Walck, 1962). Discuss pictures from magazines. Have each child choose one person he/she would like to be. Using construction paper scraps, each child will make a cutout of the person they selected. Display the cutouts on the bulletin board.

Section B: Tools and training

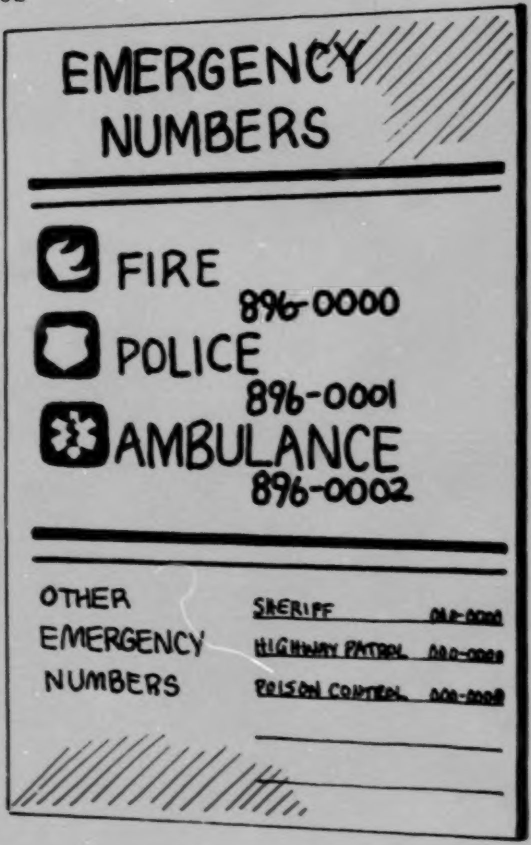
TOOLS

Have the children fold their paper over like a book, and then fold it down to make four equal spaces. Have them draw in each square a picture of the tools needed to do any activity they like to do for fun.

Section C: Neighborhood services

TELEPHONE PRACTICE

Help children learn the numbers of the fire station, police station, and ambulance and hospital services. Use a play telephone to let them practice calling these numbers and knowing what to say.


EMERGENCY NUMBERS
FIRE 896-0000
POLICE 896-0001
AMBULANCE 896-0002
OTHER EMERGENCY NUMBERS
SHERIFF 000-0000
HIGHWAY PATROL 000-0000
POISON CONTROL 000-0000

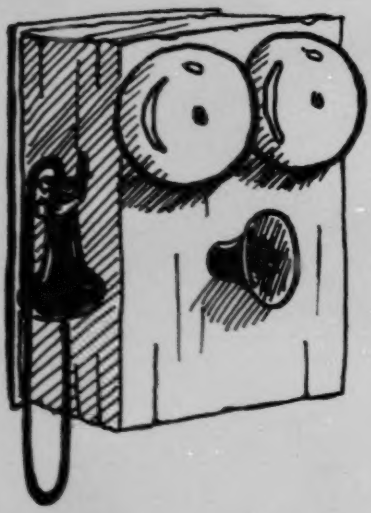
FIRE PROTECTION

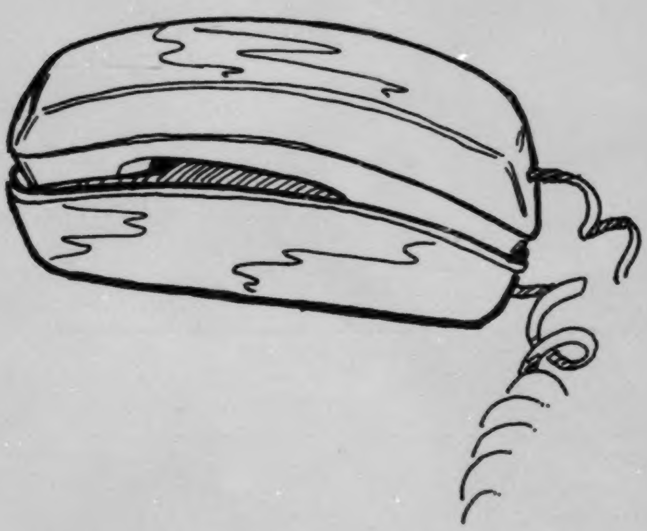
Discuss why we need a fire station and what would happen if everyone had to buy his/her own fire engine. Have the students draw pictures of the problems involved.

Section B: Changing people

DIFFERENCES

After studying some ways people performed certain jobs in earlier times, take a small group of students to a senior citizen home and have them interview some older people. Tape the interviews to share with others at a later date. With a little instruction and role playing before the real interview, the students will do a very good job.





Section C: Changing over time

THEN AND NOW

Develop the concept of *then and now* by asking the students questions about events in school yesterday, a week ago, a month ago, a year ago, and today.

Section A: School rules and courtesies

KEEPING RULES

Discuss rules the students might have to follow at home. Draw a picture representing one of the rules to make a child's booklet. In the next session, talk about rules at school, why they are necessary, and the friends who help children obey rules. Draw the second picture representing a school rule. In the third discussion, talk about rules of the city, the importance of obeying those rules, and the friends who help us follow those rules.

STUDENT SURVEY

Have students take a survey, getting student opinions on a rule or a proposed change in a rule. Make a graph showing the various opinions or the differences in the ways girls and boys respond.

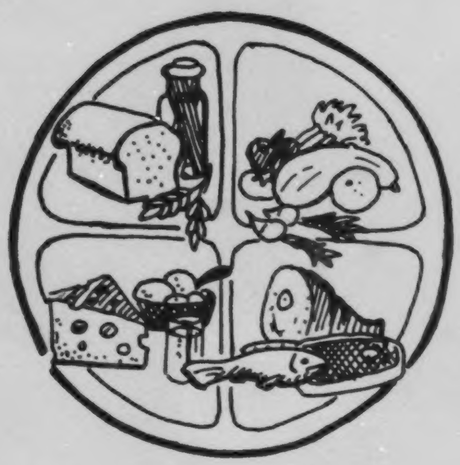
STREET SAFETY

On the playground mark off an area to represent a street intersection. Make the intersection large enough for the children to walk through. Have the students wear signs representing cars, stop signs, yield signs, a police officer, and trucks. Practice safety rules, with the students taking turns at the various positions.

Section B: Health rules

PANTOMIMES

Have children do pantomimes of health and safety rules that they all need to follow.



LUNCHBOX CENTER FOR GOOD NUTRITION

Assemble one lunchbox, four plastic tumblers, four sets of plastic flatware, four paper plates marked into four sections, four place mats made from wallpaper, and books and drawings that show proper placement of table settings.

Have four children at a time use their own table setting and choose foods from the four basic food groups to make a nutritious meal. (Many pictures of food can be cut out of magazines by the children.) Suggest that they choose a breakfast, lunch, snack, and dinner.

All of the tableware can be stored in the lunchbox when not in use.

FOODS WE NEED

Discuss why we need food and the four basic food groups. Filmstrips from the School Lunch section at the State Department of Education may be used.

Divide the class into four groups and assign a food group to each. Committees choose pictures of foods from their food groups to paste onto chart paper 36" x 18". A follow-up activity might be to have a "Good Food Snack Party."

Section B: Making our neighborhood more attractive

PROUD OF MY NEIGHBORHOOD

Start a discussion by looking around the classroom and having the students discuss how it might be more attractive and more efficient. Then discuss homes and yards and things we do to keep them efficient and nice looking. Ask students to think of something in the neighborhood that could be improved to make them proud of the area (weedy lots, abandoned cars, trash along the road, etc.). Ask questions such as the following: What can be done about it? Who could be contacted to help? Is there anything we can do ourselves? What community helpers might be willing to help? If possible, do some follow-up phone calls if there is a legitimate problem.

THIRD GRADE

The material in this section is keyed to the units in Touching, Living, Growing . . . Elementary Social Studies that was printed by the State Department of Education in 1981.

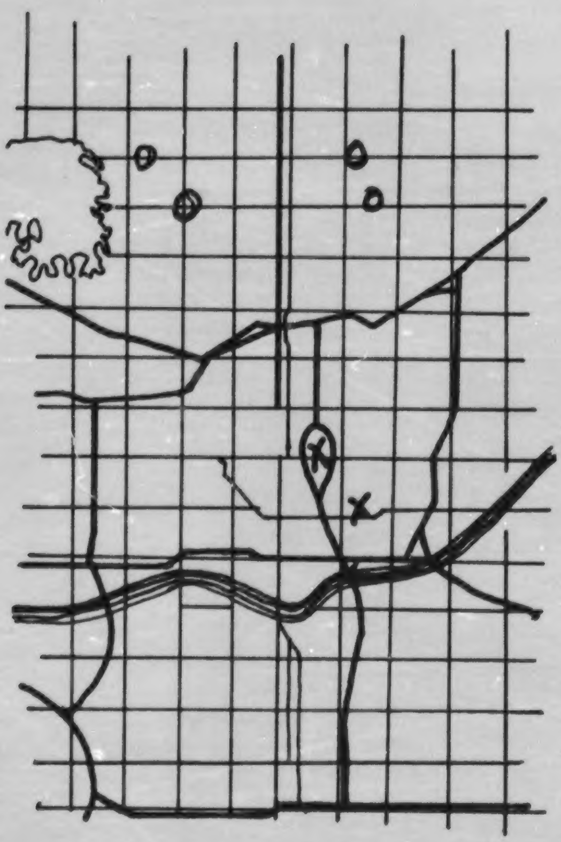
Section A: Where I live

LOCATING MY HOUSE ON MY CITY MAP

Obtain a city map from a bank or chamber of commerce office and enlarge on an opaque projector the blocks that are part of your school district. Glue the map onto a large piece of poster board, approximately 24" x 36", and laminate it.

The children locate their homes and show the path they take to school. The new children will be able to see which classmates live close to them; this helps in making new friends who live close by. It also presents an opportunity for discussing the safety measures children should take in walking to school each morning and back home in the afternoon.

Note: Large-scale city maps may be available from city offices.



CITY MAP

Visit places on a city map. Use small markers on the map to locate the children's homes. Place markers on the map showing places the class visits during the year.

GEOMETRIC CITY

Give the students geometric forms, such as a circle, square, rectangle, triangle, and half circle. Let students draw around the forms on colored construction paper. Then have students cut out the paper shapes and use them to form the buildings of a downtown business district of a city.

Section C: Where my city is located

MAP OF CLASSROOM

This activity can be used as a basis for later in-depth study of city maps and legends.

Have students use a measuring stick to measure each wall and door opening in the classroom. Have them determine the scale to be used on a map (e.g., 1 inch = 1 foot). Then have them draw an outline map of the classroom on a large piece of butcher paper. Be sure they include a map scale and map key. All students in the class can participate on one map, or groups can make separate maps using their own scale. After each group is finished, comparisons of scales and keys can be made. Other maps can be viewed for further information about map legends.

PRESENT LOCATION

Have students draw illustrations of what they think the local area was like before any settlers came. Have them report as to why their city is in its present location due to climate, landforms, and available natural resources.

WALKING TOUR

Have the students take walking tours of their city and report on early architecture, houses, dates on buildings, railroad depot, etc.

Section B: Participation

WHY DO WE NEED LAWS?

For this activity use the film Why We Have Laws, which may be obtained from the Media Resource Center, State Department of Education. Begin the film and stop it after the king makes two laws. Discuss with students the kind of laws the king made and how the people felt about those laws. Continue the film until Shiver, Gobble, and Snore decide they need some laws. Divide the class into three groups, each group representing one of the three characters. Give each group a large sheet of butcher paper and have the groups list laws that the character their group represents would want in the new land. Bring the groups back together and discuss the laws of each group.

Complete the film. Discuss why Shiver, Gobble, and Snore needed laws, why societies need laws, and why schools need rules.

Section D: Leisure time

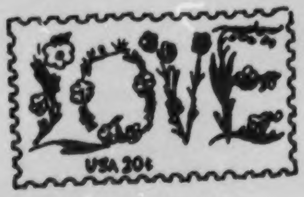
A DAY IN THE CITY

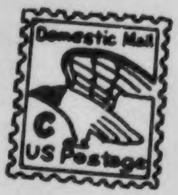
Ask the children to imagine that they have an entire day to spend in a city doing whatever they want. Let the students tell what they would like to do, where they would like to go, and what they would like to see.

Section A: Goods

STAMP COLLECTION

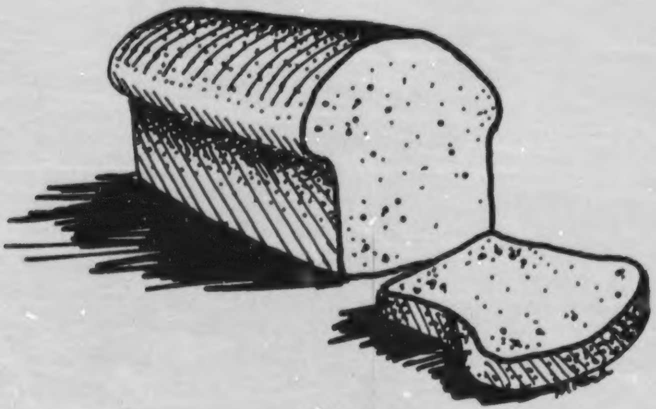
Visit a post office. Let the class organize a stamp collection with used stamps collected by the students. Discuss persons, places, and things pictured on the stamps.





BAKERY VISIT

Visit a bakery. Have children draw pictures of the ways bread is made. Discuss how early people baked bread. Invite a grandparent to class to demonstrate making homemade bread, and let children participate in the kneading and shaping of the loaf.



PARENTS' WORK

To compare production of goods and services, have students draw pictures illustrating the kinds of work their parents do. Discuss whether the parent in the picture is producing goods or performing services.

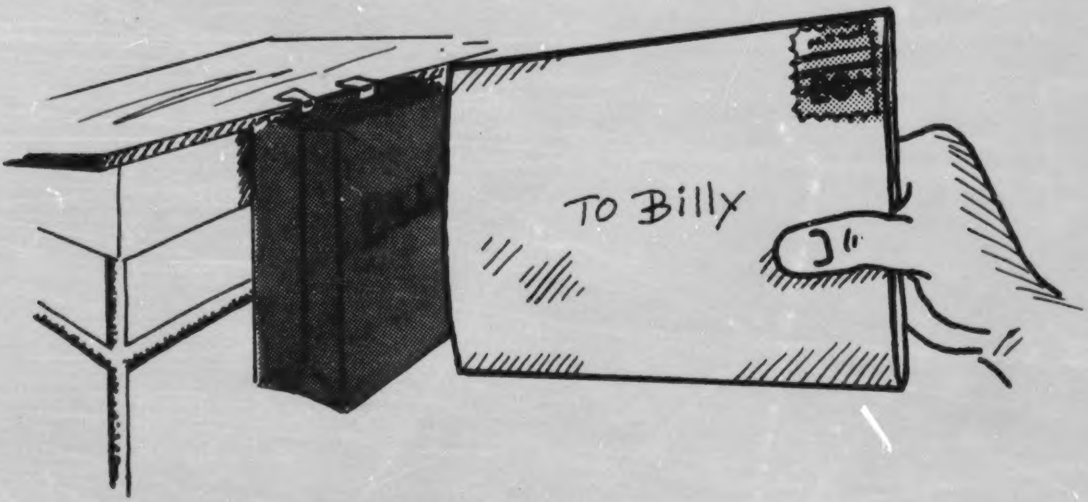
Section A: Goods and services, me and others

BROKEN LINK GAME

Make a set of large flash cards with a picture and name of a city helper. Have the students form a circle to play this game of "Broken Link." Instruct the leader to hold up a flash card and to choose a student to tell a way in which the city worker helps us. Each time a card is held up, a different answer must be given. If a student repeats an answer or can't answer, the chain is broken and the "broken link" goes to the middle of the circle. There the student will stay until a missed question is answered correctly.

POST OFFICE

Have the students print their names on the front of paper sacks and attach the sacks to their desks. Have the students draw the name of a secret pal, write and address a letter to that student, and mail it in a cardboard box "post office." One student plays the letter carrier and delivers the letters to each student's mailbox. Old stamps may be used on the envelopes. Students may write clues about themselves, and a game can be played guessing who sent the letter.

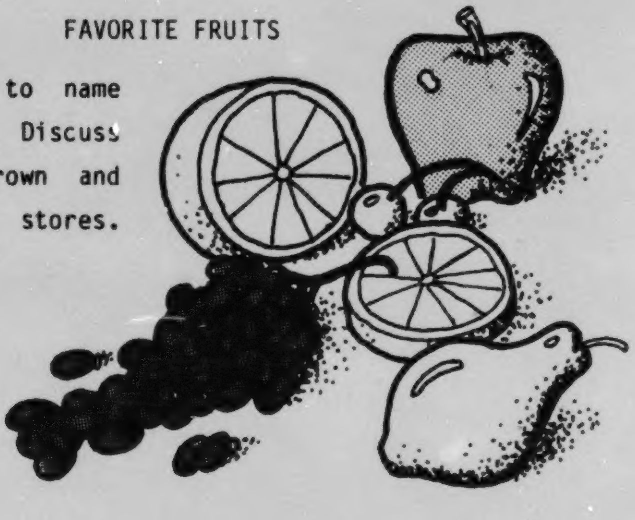


INTERDEPENDENCE

Have students keep a record for a week of the foods, toys, or other things used in their home that came from another country. This helps children understand the interdependence of the people of the world.

FAVORITE FRUITS

Ask the students to name their favorite fruits. Discuss where each fruit is grown and how it gets to local stores.



WEATHER REPORT

Have students develop a temperature chart for a week of winter in your community. Have them compare the weather with that of Hawaii and Alaska. Each day have a different student give a weather report the way a broadcast meteorologist does.

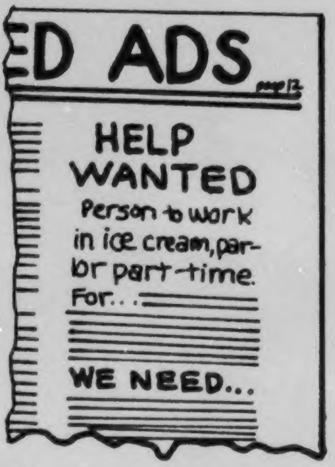
Section A: A worker

JOBS

Have students find a job title for each letter of the alphabet and tell what each worker does.

Have students make posters or mobiles with pictures of people who work in places or institutions that are different from one another, such as city/country, indoors/outdoors, safe/dangerous.

Have students find in newspaper want ads a job they would like to have and tell why they selected the job. Then have them find a job they would qualify for today.


ED ADS
HELP WANTED
Person to work in ice cream, parlor part-time.
For...
WE NEED...

SELF-PROMOTION

Have students construct a billboard to sell themselves. Have them list their good qualities and things of which they are proud. Ask students to draw or cut out pictures illustrating these qualities and add the pictures to the billboard.

As a follow-up activity, ask students, "How would you compare this assignment to applying for a job?"

CURRENT EVENTS

A good activity for each school day is a bulletin board titled "What Is in the News?" The children become aware of current events. Each morning a child brings in a newspaper article to place on the bulletin board. The teacher and students discuss the article. This activity helps the children realize the importance in current events and how reading is useful every day.

POLLUTION MOBILES

This activity involves the collection of pollutants that would possibly be found in local waterways. Children bring various items that they feel would harm the environment.

Each item is suspended by yarn or string from coat hangers that hang from the ceiling. These "mobiles from trash" create an interesting effect and are unusual.

After studying the various kinds of pollutants, discuss which one is the major problem in your city and how this differs from pollutants in other cities.

FOURTH GRADE

The material in this section is keyed to the units in Touching, Living, Growing . . . Elementary Social Studies that was printed by the State Department of Education in 1981.

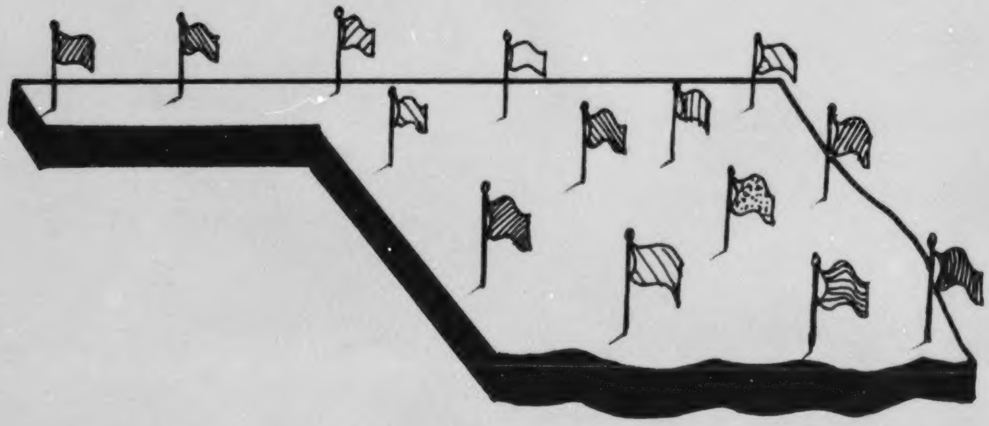
Section A: Our origins

PEOPLE OF OKLAHOMA BULLETIN BOARD

For this activity you will need scraps of cloth, lace, rickrack, yarn, buttons, and 8 1/2" x 11" cardboard people figures.

After your class has studied various nationalities represented by the fourteen flags that have flown over Oklahoma, give the students the following bulletin board assignment.

The students find colorful pictures of the people from each representative nation who settled in Oklahoma. From the scraps, they can dress the people figures, draw and color features, fix yarn hair, and make the figures resemble the pictures as closely as possible. Small cards can be added to denote the nations represented. Arrange some of the figures on a large outline map of Oklahoma with an appropriate title, such as Together We're Great; Land of Variety; A Beautiful Blend; or It Takes Us All.



Section B: Branches of government

WHY DO WE NEED TAXES?

For this activity use the film Why We Need Taxes, which may be obtained from the Media Resource Center, State Department of Education. Begin the film and stop it after the characters in the film decide to have a town meeting. Divide the class into four groups: farmers, clothing makers, house builders, and shoemakers. Give each group some brown paper and felt-tip markers and have them answer the question, "What shall we do about the thieves?" Have the groups share their answers. Start the film again and stop after the question on the film is asked, "How would we get the money?" Have the students respond in groups to "How do we get money to pay a police officer?" Share answers as a whole group, then finish the film.

OKLAHOMA CITY
DETECTIVE
POLICE

HOW A BILL BECOMES A LAW

This is a six- to eight-week study. Resources to use while doing this activity: About Law, Channing L. Bete Company; The Law and You, Channing L. Bete Company. Sixteen-millimeter films and filmstrips on laws are available from the Media Resource Center, State Department of Education, 2500 North Lincoln, Oklahoma City, OK 73105, (405) 521-3361.

Activity sheets are on the following pages.

HOW A BILL BECOMES A LAW

A. Talk about rules.
  1. Rules at home
  2. Rules in school
  3. Rules on the playground
  4. Rules for games

B. Draw a large "T" on the chalkboard.
  1. Write the word "Legislature" on the top of the "T."
  2. Put "House of Representatives" on the left side under the "T."
  3. Put "Senate" on the right side under the "T."
  4. List the qualifications for a senator and representative under the "T."

C. Divide the students into two groups (one group with more members than the other). Students sit in these groups during discussions.
  1. Group I - senators
  2. Group II - representatives

D. Write terms on the chalkboard.
  1. Allow four class periods for the study of terms.
  2. Use dictionaries for this.

E. Homework
  1. Who is your senator?
  2. Who is your representative?
  3. Who is your governor?

F. Process
  1. Introduction of proposal
    a. Goes to a committee
    b. Returns to House
    c. Goes to Senate
    d. Back to House
    e. Goes to governor
      (1) If governor signs it, it becomes law.
      (2) If governor does not sign and it lies on his/her desk for ten days, it becomes law.

(3) If governor does not want it to be a law, he/she vetoes it.

f. Proposal may go back to the House and Senate and they may vote on it again; if two-thirds vote for it, it becomes a law. (This is called overriding the governor's veto.)

Terms

ballot
bill
calendar
citizen
committee
consider
discuss
elected
House of Representatives
introduce
law
legislature
lobbying
majority
national
proposal
pro tem
quorum
representative
Senate
senator
sergeant at arms
Speaker of the House
state
term
veto

LEGISLATURE

HOUSE OF REPRESENTATIVES	SENATE
Citizen:	Citizen:
Elected for:	Elected for:
Age:	Age:
Our representative:	Our senator:

Section C: Participation

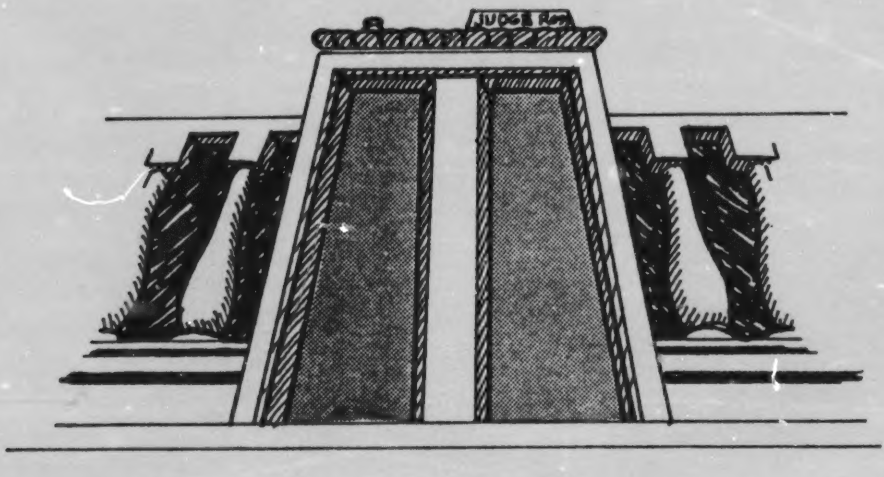
CLASSROOM SELF-GOVERNMENT

Divide your class into small groups. Explain that their job is to write a list of recommendations for rules (laws) that will govern your class. After their rules are written, they will elect a representative to present their list. The entire class then acts as a convention to listen to each representative and vote on the rules. You will need to list each recommended rule and allow time for discussion.

Have a committee write the final draft with representative signatures. You will probably need one week.

Now that laws are established, set up a jury system. Draw the names of a set number of students to serve on a jury each week. Each child should have the opportunity to serve. Establish a set time for alleged offenders to appear before the jury. You may want to work out a system in which a lawyer represents the defendant. You, the teacher, act as judge, state the alleged offense, give the student an opportunity to respond, then let the jury decide the verdict and the punishment. You will probably need to give some guidance here. You may want to continue the jury process longer than the unit lasts.

This activity offers a variety of possibilities. It is a fun activity and a successful learning vehicle.



Section B: Ethnic cultures

BE CREATIVE

Have students write their own story of Oklahoma with music, songs, dialogue, etc., depicting major events and periods, such as the Trail of Tears, cowboy history, the land runs, and the oil booms.

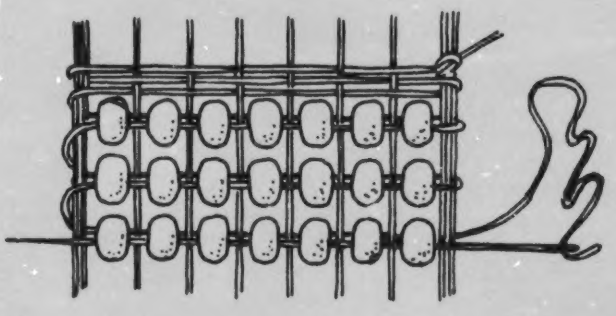
Have an Indian parent show the students simple loom making and how to weave Indian-style jewelry or clothes decoration.

String beads on the needle.

Press beads under strings on loom.

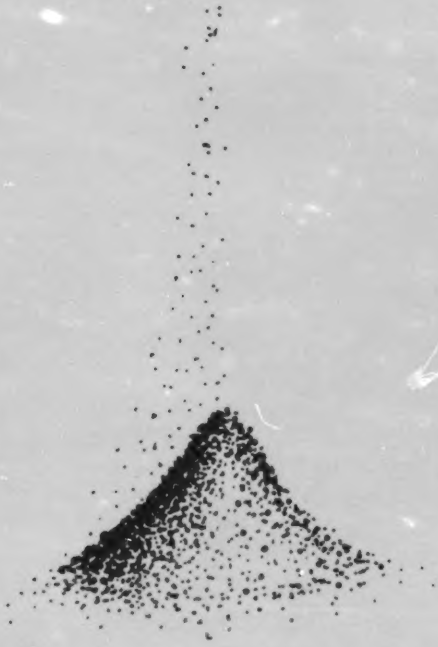
Pull thread through, holding beads in place between strings.

Then loop over the string and go back through the beads on top of the loom strings.



Section C: The arts

SAND PAINTING



Have students draw an appropriate design on heavy cardboard. If the cardboard is regular size (5" x 7" - 8" x 10"), it can be framed for hanging later.

The first picture students attempt should be a fairly simple design with few colors.

If a distinct outline is desired, have them put glue around all the drawn lines of their design. Then have them sprinkle dark sand on the picture, allow it to dry, and shake off the excess sand. This process is repeated for each separate color of sand students want on their pictures.

Section G: State activities

JEOPARDY--TEST REVIEW

This is a spin-off from the game show "Jeopardy." Use this activity to review the class for tests or to go over material.

Draw on the chalkboard a game board such as the one shown below. Fill the empty spaces with the topics you want to review. Examples are "important people," "bodies of water," "landmarks," "states," "capitals," "true-false," and "potluck."

The students are divided into two teams. A person from the first team will choose a topic and amount, such as "important people for 20." The first team has the chance to answer the teacher-prepared question. If the answer is correct, the team receives 20 points. If the answer is incorrect, the second team has the chance to answer for 20 points. If that answer is incorrect, the teacher gives the correct answer, and another topic is chosen. As the topics and numbers are chosen, they are crossed off the board and cannot be used again.

States	Capitals	Potluck	etc.	etc.
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

The game ends when all numbers have been crossed off.

TRAVEL LOG

Give each student a small state map with the counties, rivers, parks, and important cities marked, and encourage the students to keep the map at home for future reference.

For the first activity, give each student a road map, put the name of two cities on the chalkboard, and instruct the students to find the shortest route between the cities. The students then list the cities along the route chosen and the distances between each (e.g., Boise City to Woodward: Boise City to Guymon--61 miles; Guymon to Slapout--78 miles; Slapout to Woodward--45 miles). The students then compare distances and routes planned by each. The shortest distance is then computed and travel time at 55 mph is figured. Students could also figure gas mileage for various cars.

For extra points the students are encouraged to compute other trips. For example: if using this activity near the end of the school year, some students may want to plan summer vacations or weekend trips.

This activity can be expanded, depending on grade level, to include a group of states (plains, northwest, southwest, etc.). You may want to divide the class into teams, using a United States map for each team.

This is a useful tool for encouraging students to become interested in the world around them.

VACATION PLANS

Ask the students to plan a trip to several state parks, decide the route to take, figure the mileage from home to the first stop, and determine their departure time and approximate time of arrival.

Have them use motel brochures to select lodging and determine its cost.

Have students plan each day's trip and destination in the same manner until the final trip home.

(continued)

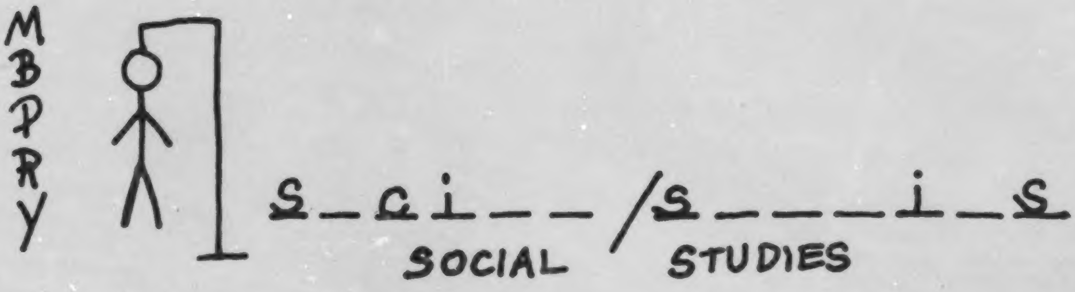
On the basis of total miles traveled and miles per gallon the family car gets, have students compute the cost of gasoline for the entire trip. Then have them count the number and approximate price of meals for their family and add the cost of lodging each night.

Have students fix an agenda and prepare a report with itemized costs and total cost for the vacation.

SOCIAL STUDIES "HANGMAN"

Use this activity for the end of a period when there are only two or three minutes of class time left. Using social studies terms, play "Hangman" with the students. Use words from films, newspapers, maps, or current social studies lessons. Try to use vocabulary words or phrases that the students have seen or heard that day; e.g., "tributary," "cash crop," "cotton," "cattle," "representative," "goods and services," etc. This quick game at the end of a class period can be used to reinforce a concept, and it encourages the students to focus on subject matter for the full class period.

Let the students provide the key sometimes instead of the teacher. There are only two rules: (1) the word or phrase must be relevant to the day's social studies topics, and (2) half the letter spaces must be filled correctly before anyone may say the word. (This prevents a great deal of guessing and gives slower-thinking students a better chance of figuring out an answer.)



Section C: Newspapers and magazines

USING WEEKLY NEWSPAPERS[1]

1. Put yourself in someone else's place. How would you like to be a movie star or the president's daughter? Collect some stories about a famous person and write a letter about your life from that person's point of view.
2. Imagine you are a fan of the team that lost last night's game. Read about the game on the sports page. How could they have played better? Will you still support the team? Write a story about your attitudes, feelings, and opinions.
3. Find five pictures of people. Find them jobs in the classified ads. Paste the photo, ad and an explanation of your reasons on a piece of paper.
4. You are a stranger in town with only a newspaper to plan a day's activities. You want to learn about the city, but you can't ask someone for advice. Outline a schedule.
5. Create a family who is moving to Oklahoma City. Find jobs for the parents, a home, car, buy groceries and supplies and schedule some fun things to do.
6. It is the year 2079. You have just found today's paper in a time capsule. What can you tell about the 1981 lifestyle?
7. Find a story where a person made a decision. Discuss what you would do in similar circumstances and why.
8. Find a story about a conflict. Gather in groups and try to find similarities in your lists. Do all conflicts have some of the same characteristics?
9. Before distributing the papers, have one person make a list of some of the stories in that issue. Using your news judgment, choose five stories to run on the front page. Compare yours to the editors' choices.

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[1] From Newspaper in Education, Wichita Eagle/Beacon. Reprinted by permission.

SCAVENGER HUNT[1]

Use the newspaper for small-group work in a race to locate the following information.

Find, Cut and Paste:

- a number greater than a million
- the price of a pound of meat
- the high temperature in a major city
- a face with glasses
- a dateline from Asia
- an animal, either pictured or mentioned. List the names of the people in your group who have ever touched one of these animals.
- illustrate a sports headline (Stick figures allowed. Do it quickly. This is not your art class.) Examples: Soccer Sweeps the Nation; Bears Whip Tigers.
- the price of a used Mustang
- a game
- a letter from someone
- a city within 100 miles of your present location
- a number smaller than one (1)
- a column
- a vehicle other than a car
- something to play with
- a movie that starts between 8 and 9
- a compound word
- an angry word
- the TV channels that program 6 o'clock news

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[1] From Newspaper in Education, Wichita Eagle/Beacon. Reprinted by permission.

NEWSPAPER SEARCH[1]

Ask students to bring newspapers to class to participate in the following varied activities:

* Find five items in the ads you need for daily living. Find five items you want. Label them as wants and needs.
* List five grocery items. Compare prices at a chain, discount, locally owned and quick-serve grocery. Why the difference in price?
* Study the ads. Locate misleading statements. How do the ads appeal to your five senses? Show examples.
* Create a product. Design it and construct a mock-up and market plan. Draw ads and write promotion stories.
* You have $20 to spend in five minutes on something advertised in the paper. Discuss why you chose what you did.
* Make a list of Things I Need, Things I Want Now, Things I'll Want Later. Compute the cost.
* With $50 buy presents for your family. Spend the remaining money on yourself.

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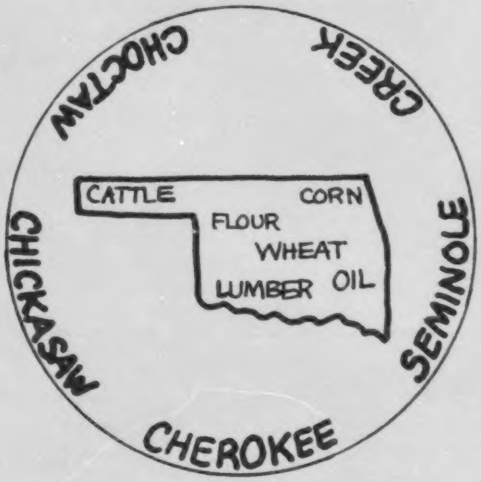
[1] From Newspaper in Education, Wichita Eagle/Beacon. Reprinted by permission.

Section E: A look at my state

OKLAHOMA HERITAGE TABLECLOTH

In honor of Oklahoma heritage week, decorate a tablecloth. Buy enough material to fit a classroom table. Sketch on the material the state outline, pictures of Oklahoma's products, and pictures of five Indian symbols representing various tribes. Have students use liquid embroidery to outline the pictures. Then let each student sign the cloth.

Have the students make butter and yeast bread at school. Serve from a table with the new cloth on it.



OKLAHOMA BILLBOARD

Have a class contest to design a billboard denoting Oklahoma heritage. Have an unbiased panel of adult judges or have the students vote on the winning design.

This can be a community promotional activity with news coverage.

OKLAHOMA'S BIRTHDAY

Observe Oklahoma's birthday by having the entire school involved in activities pertaining to Oklahoma's heritage.

First, select a steering committee. One member should be the principal to make sure that activities are coordinated throughout the building.

To create interest and promote interaction throughout the school, have each class study the history of Oklahoma for one week. Decorate the halls, cafeteria, and classrooms with flags, artifacts, pictures, maps, posters, and articles of clothing giving an "Oklahoma air" to the entire school. If parents or teachers have special collections, arrange the collections in display cases throughout the halls.

The physical education teacher can teach square dancing to some of the students, and all students can learn songs to be performed at the birthday party.

Have a huge Oklahoma-shaped cake baked and decorated with the Oklahoma flag or Indian peace symbols.

Start the festive day (November 16) with an assembly and everyone singing "Oklahoma" and "This Land Is Your Land." Lead the pledge to the United States flag.

Show a brief film depicting some historical era of Oklahoma history. An honors choir can present a special performance of other Oklahoma songs.

Invite a special guest speaker, such as your area's state representative, the lieutenant governor, or a well-known pioneer of your hometown.

Serve a typical Thanksgiving dinner of turkey, dressing, and pumpkin pie.

The afternoon's entertainment can include tribal dances by some of the Indian students and songs and prayers performed in Indian sign language. Some of the students can do square dances or Virginia reels.

If your school has adequate facilities, parents and special guests can be invited for the birthday party.

FIFTH GRADE

The material in this section is keyed to the units in Touching, Living, Growing . . . Elementary Social Studies that was printed by the State Department of Education in 1981.

Section C: Historical antecedents

MAKING BOOKLETS

Make class booklets after doing the following activities:

1. Discuss how America developed after the Pilgrims came, their migration from Europe, and the first thirteen colonies. Then make a flag.
2. Discuss the home and work of the first president and his helpers (secretaries, Congress, Senate, Judiciary, etc.).
3. Make a booklet of creative writings about Washington and symbols of the United States as discussion progresses.

Mini-Activities:

1. Make miniature flags of thirteen stars and fifty stars. (Oklahoma is represented by the forty-sixth star.)
2. Use a map of the United States to pinpoint Oklahoma and the birthplace of each student.

FOOTSTEPS

Have students trace around two large shoe patterns on colored paper. On one shoe they will write a report about a famous explorer. On the other they will write the explorer's name, the date of exploration, and an illustration showing the significance of the exploration. Place the footprints across a wall according to the sequence in time of the exploration.

INTERVIEW WITH HISTORY

Have pupils organize and write a television show entitled "You Are There." Divide the class into two groups. Have the members of one group be the interviewers. Have the members of the other group be the people being interviewed. Ask each member of the group being interviewed to choose a personality that he/she has read about to portray in the television show. The pupils may choose one of the following people:

Paul Revere
General Thomas Gage
John Hancock
Benjamin Franklin
George Washington
Peter Salem
William Dawes
Samuel Adams
Captain John Parker
Thomas Jefferson
Thomas Paine
Richard Henry Lee

PILGRIMS

Make Pilgrim people from coat hangers and stockings. Shape coat hangers into circles. Stretch discarded stockings over the hanger and tie them at the top with yarn. Use paper and glue to turn the faces into Pilgrims or Indians.

PERSONAL DIARY--COLONIAL TIMES

Read a story to the class about children of early colonial days. Ask students to write diaries describing five days of specific events and activities in the life of a colonial (Pilgrim) child.

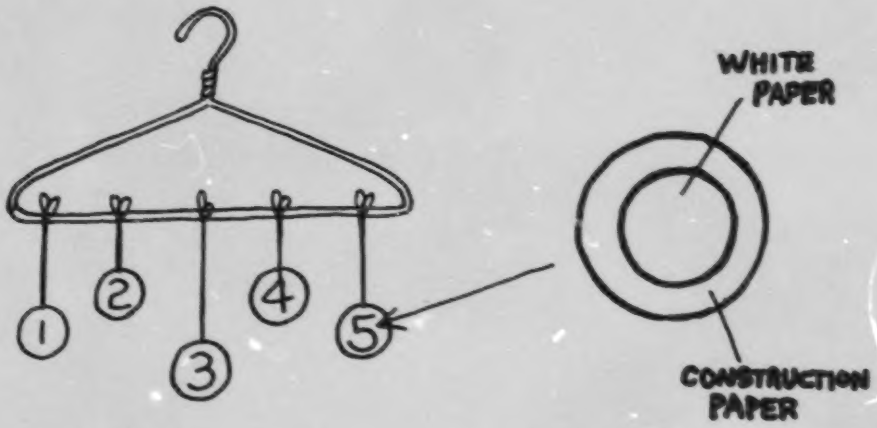
HISTORY HANG-UPS

For this activity you will need coat hangers, construction paper, white paper, and yarn. Have students work in small groups to create mobiles depicting the life of a historical figure or an important sequence of events. Groups should choose five key items to display.

For example, items for a biography of Jim Bowie could include the following:

1. Bowie knife
2. Louisiana (birthplace)
3. Alamo (place of heroic death)
4. cannon (fought in war)
5. Texas (where he fought)

Allow two to three class periods for this activity.



GAMES

* Make cards as in "Concentration." Write capitals on half of the cards, states on the other half. Follow the rules for "Concentration." You can also use abbreviations/states or nicknames/states. Color-code the cards by geographical regions, and they will be easy to separate or combine.

* Use a flannel board to match states and capitals.

* Scramble the names of the states and have students unscramble them.

* One person names a state and calls on another person to name the capital. If correct, the person naming the capital names another state and calls on a third person to name the capital, and so on.

* Draw an outline of the United States on the chalkboard. With a felt tip pen or wet chalk let students write the names of the states.

PRODUCTS RACE

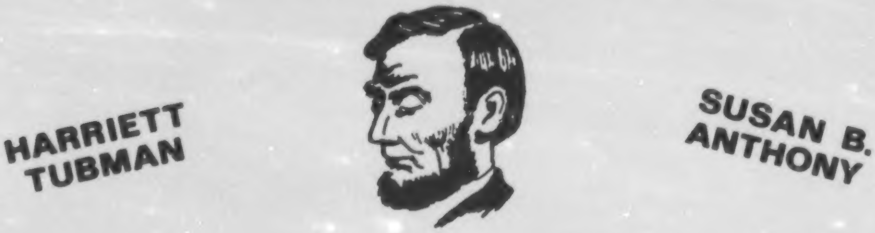
Give the first student in each row a piece of paper and a pencil. Have the student write the name of a product of the Rocky Mountain area (or the South or the Northeast or Pacific coast region) as quickly as possible after you say "Go." The first student hands the paper to the student sitting behind him/her, who also must write the name of a product from the selected area. This continues until the last person in the row has written an answer. The row finishing first with the most correct answers wins.

BULLETIN BOARD OF GREAT AMERICANS

While the class discusses great Americans, both historical and contemporary, list them on the chalkboard. The class may vote to determine the four or five they think are the most important.

Assign one of these names to each of four or five small groups to look for little-known facts concerning these Americans. After reports are made, put pictures of the notable people on the bulletin board, presenting the idea that they are worth emulating.

Example: Stand As Tall As



These Great Americans

ORIGIN OF NAMES

Use the World Almanac section "Origin of the Names of U.S. States" to find a list of the fifty states and the meanings of their names. Have each student locate a state on the United States map and write on the map the meaning of its name.

HAWAIIAN LEI

Let students make a flower lei by stringing colored tissue paper circles separated by half-inch pieces of colored drinking straw.

RELAY GAME

Put the names of states of a certain region of the United States on the chalkboard. The names of the capitals of each state are on slips of paper with masking tape on the back to stick to the chalkboard. Have students line up in two lines.

Hold out a slip of paper with the same capital name in each hand. A student from each team gets a paper, hurries to stick it under the correct name of the state (or in the correct outline of the state), rushes back, and touches the next student in his/her line, who hurries to get the next slip of paper in the teacher's hand. Continue until the last student has put up a paper. You can then review the states and capitals of certain regions.

Note: This game can be used with countries and capitals; continents and countries; or countries and rivers. As a variation, have each side take turns.

FAMOUS EARLY AMERICANS

Each student is given the name of a famous person, such as George Washington. The students then give a report on this person. They may dress the part and have students guess their identity. The class may play Twenty Questions to guess the character of the costumed student. Let the students present the reports in any creative manner desired. Very stimulating!

ROUTES

Place a stainless steel cookie sheet under a United States or world map. Have the students glue small paper ships to several magnets and trace the routes of explorers, trade routes, or voyages to the New World.

WHICH STATE?

This is a flashcard activity in which the students decide which of two state names they are shown is the correct answer to a statement.

Examples:

1. Which state is farther north?
   (Kentucky or Illinois)
2. Which state is farther west?
   (Nebraska or South Dakota) same
3. Which state is bigger in square miles?
   (New Mexico or North Carolina)
4. Which has the greater population?
   (New Jersey or Nevada)
5. Which state is bordered by six other states?
   (Texas or Arkansas)
6. Which state is approximately 3,000 miles from New York City?
   (Nevada or Texas)
7. Which state is box shaped?
   (Wyoming or Nebraska)
8. Which state is farther south?
   (Missouri or Arkansas)
9. Which state is in the Atlantic Standard Time zone?
   (Virginia or Maine) neither
10. Which state has as its capital a city that sounds like a small stone?
   (Iowa or Arkansas) Little Rock

FAMOUS STATE PRODUCTS

Prepare a set of cards with the picture of a product on each card. Show students the cards one at a time and ask them to identify the state where the product is grown or produced.

Examples:

1.	Corn	Iowa
2.	Racing cars	Indiana
3.	Wheat	Kansas
4.	Lobsters	Maine
5.	Pineapples	Hawaii
6.	Peaches	Georgia
7.	Oranges	Florida
8.	Automobiles	Michigan
9.	Potatoes	Idaho
10.	Logs	Washington
11.	Oil wells	Oklahoma or Texas
12.	Grapes	California
13.	Cheese, milk	Wisconsin
14.	Maple syrup	Vermont

MAP GAME

This map activity helps develop locating skills and the distinctions among city, state, and county. Divide the group into two teams and have the first player from each team come up to a large map. Call out a state. The first student of the pair to locate the state in ten seconds scores for his/her team.

KNOW YOUR STATES

Using an opaque projector, project onto a large sheet of paper a map of the United States to a width of four or five feet. Draw on the paper a projected outline of nation and state boundaries. To make puzzle pieces, cut out each state except the very small northeastern states, which may be grouped. Then use the paper as a pattern to draw the nation's outline on poster board. Display the poster board on the bulletin board.

Have each student choose a state on which to report. Distribute the corresponding puzzle pieces. Have students write pertinent information about their state on their puzzle piece. As the students give their oral reports, have them pin their puzzle piece in its correct position on the bulletin board.

DATELINE U.S.A.

Have a United States map (or world map) on the bulletin board. Ask your students to bring newspaper stories to share after they have found the location of the dateline and have marked it with a push pin.

Have a follow-up discussion of the news item concerning where the event occurred and how it might affect us.

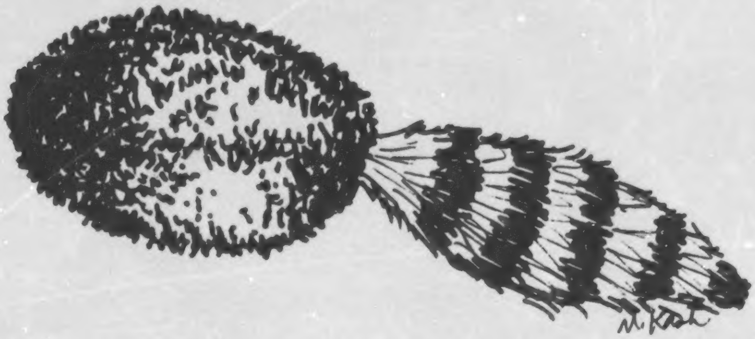
STUDY OF THE UNITED STATES

This is a good introductory activity for the unit "My Nation." Each student will need an envelope and a stamp. After studying letter-writing skills, each student chooses one of the states on which to report. Then each student writes a letter to that state's tourism department requesting information on the state. When beginning the unit on the United States, students research each state designated and incorporate any information they have received on the state.

Note: A list of state tourism department addresses is on page 155 of the elementary social studies guide Touching, Living, Growing . . . .

HATS THROUGHOUT HISTORY

Have the students create hats that were worn by the different peoples throughout various periods in U.S. history. Examples: pioneers, Daniel Boone, American Indians, cowboys, Pilgrims, etc.



UNITED STATES BOOKLETS

Divide the states into these sections: New England, Middle Atlantic, Southern, North Central, Southwest, Mountain, and Pacific. Have students use a separate sheet of paper for each state and draw the state in the upper right-hand corner. Have them list the state's name, abbreviation, capital, nickname, seal, motto, flag, song, highest and lowest elevations, geographic center, precipitation, temperature, two natural features, three natural resources, occupations, date of statehood, and three interesting facts.

Include a United States map for each section to list states and major cities. Have students make a booklet for each section.

On a United States outline map, have students color each state as they finish researching it. This can be used as a small-group or team game, with points scored for each state correctly named as clues are read.

SIXTH GRADE

The material in this section is keyed to the units in Touching, Living, Growing . . . Elementary Social Studies that was printed by the State Department of Education in 1981.

Section A: My uniqueness

TALKING ABOUT NAMES

A topic of interest to every student is his/her own name. Taking a closer look at names opens up studies related to the social sciences of history and geography. It could also be an introduction to a study of genealogy. Studying names offers a perfect opportunity to note cultural differences in names and the characteristics of names from various languages and nationalities.

Activities related to names and naming practices use all of the language arts skills as students listen, talk, read, and write about the topics suggested here.

Students' Names

Begin by having your students talk about their own first names. In small groups, they can tell the story of how they got their name, whether they have any nicknames, and how they feel about their name. This topic might also be suggested as a writing activity; it would be a good topic for journal writing.

A follow-up writing activity could focus on telling stories about a character who did not like his/her name. Students might explain why the character (animal or human) disliked the name and what happened. Was the name changed or did the character's attitude toward the name change?

Names in Other Languages

Have the students use the activity sheet as they compare names in English with their foreign counterparts. The name "John," for example, is found in almost every language, but the form changes considerably:

John	(English)	Ian	(Scotch)
Ivan	(Russian)	Iban	(Basque)
Jannis	(Greek)	Jean	(French)
Juan	(Spanish)	Sean, Shane	(Irish)
Evan	(Welsh)	Giovanni	(Italian)

Hans	(German)	Jan	(Holland)
Johan	(Norwegian)	Johannes	(German)
Yohanna	(Arabic)		

For more information about names, refer to Multicultural Teaching: A Handbook of Activities, Information, and Resources, new edition, by Pamela Tiedt and Iris Tiedt (Boston: Allyn & Bacon, Inc., 1979).

A Name Acrostic

Students will enjoy studying names by writing personal acrostics that help them focus on adjectives. Encourage your students to expand their vocabularies as they share descriptive words by making an acrostic based on their names. Here is one example:

Saucy
Happy
Audacious
Radiant
Optimistic
Nimble

Benevolent
Argumentative
Beautiful
Cautious
Ostentatious
Crafty
Kindhearted

Miscellaneous Activities

Make a directory of the students' full names, and then talk about the diversity in the names represented. Discuss such questions as: (1) Why are our names so different? (2) How did we get our names? (3) What observations can we make about the names of various nationalities? Chinese names, for example, are short.

Provide books about names for students to read. They will be intrigued to discover the meanings of first names as well as the origins of surnames. "Johnson," for example, began as "John's son."

Encourage your students to talk with their families about the names that have been used in their family through the years. They might make a "name line" of the names to see how often a particular name was repeated.

Art projects can also focus on students' names. Each student might design a collage focusing on his/her name and personal interests. The students might also research their family history to create a family tree.

Several good resources, in addition to an encyclopedia, are: Last, First, Middle & Nick: All About Names by Barbara S. Hazen, illus., gr. 1-4 (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1979); Let's Find Out About Names by Valerie Pitt, illus., gr. K-3 (New York: Franklin Watts, Inc., 1971); Our Names, Where They Came from and What They Mean by Eloise Lambert and Mario Pei, gr. 7-12 (New York: Lothrop, Lee & Shepard, 1960); and Story of Surnames by William D. Bowman, reprint of 1932 edition (Detroit, MI: Gale Research Co., 1968).

NAMES ARE IMPORTANT

Ask your sixth-grade students to find out the meaning and history of their names. If some of them have genealogy records, let them tell the nationality of their ancestors and any professions or vocations at which they may have worked. Some of them may have noblemen in their ancestry. When students discuss this with parents, ask them to note repetition of first names and the different way they may have been pronounced in other countries, i.e., Peter, Pedro, Pietre. For other name ideas, refer to: Multicultural Teaching: A Handbook of Activities, Information, and Resources, new edition, by Pamela Tiedt and Iris Tiedt (Boston: Allyn & Bacon, Inc., 1979).

The following page is an activity sheet that you can duplicate for your students.

MULTICULTURAL EDUCATION ACTIVITY SHEET

NAME________________________________ DATE__________________

NAMES AROUND THE WORLD

Often the same name is used in other languages, but it is written in different forms. Here are some examples:

Carl	(English)	Carlos	(Spanish)
John	(English)	Ian	(Scotch)
William	(English)	Guillermo	(Italian)

List familiar English names in the first column. See how many different forms of these names you can find in other languages. You might even find some in your own classroom!

ENGLISH NAMES	SPANISH	FRENCH	OTHERS

Using names from the above lists, write a dialogue in which three or four characters are speaking. The conversation might be about their names and families.

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RATE YOUR CHARACTER

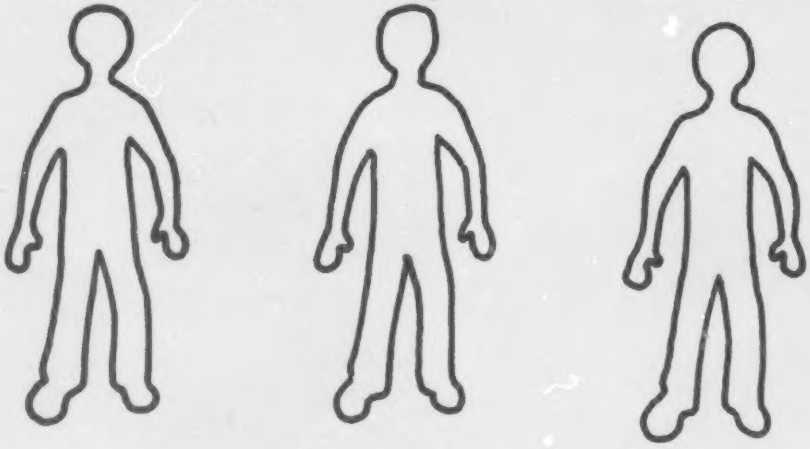
Have students use the chart below to rate their own character traits in the following areas:

	Excellent	Good	Average	Poor	Terrible
Friendliness					
Musical Talent					
Athletic Ability					
Honesty					
Intelligence					
Appearance					
Courage					
Ambition					
Self-confidence					
Concern					

SOCIAL DIVERSITY

Suggest the following activity to students:

Suppose that in the distant future everyone looked exactly alike as a result of cloning. List some possible disadvantages of that situation. List some possible advantages.



Section B: The world's uniqueness

PINPOINT

On poster board graph a two-foot circle and draw a map of the Western or Eastern Hemisphere. Use crayons to color the countries. After the map is laminated, the colors will blend well. Mark lines of longitude and latitude on the map, labeling each in degrees.

On one sheet prepare a numbered list of coordinates for places shown on your map, such as 20° N, 30° W. On a self-check sheet list the corresponding numbered place names. Laminate each sheet and place a numbered push pin beside each listed coordinate. Display the map and list of coordinates on the bulletin board.

Have a student place the numbered pin for a coordinate at the corresponding point on the map. After all the pins have been placed, have the student use the self-check sheet to determine whether the pins were correctly placed. Then have the student replace the pins beside the listed coordinates.

Note: Any material that includes coordinates or plotting charts would enhance the activity.

Pinpoint these areas on the map, then check your pinpoints by matching the countries to which they correspond.

Coordinates	Self-Check Answers
1. 20° N, 160° W	1. Hawaii
2. 20° N, 100° W	2. Mexico
3. 20° S, 65° W	3. Bolivia
4. 0° , 70° W	4. Colombia
5. 40° N, 110° W	5. U.S.A.
6. 80° N, 50° W	6. Greenland
7. 60° N, 110° W	7. Canada
8. 0° , 75° W	8. Ecuador
9. 20° S, 180°	9. Fiji
10. 20° S, 50° W	10. Brazil
11. 20° N, 70° W	11. West Indies
12. 60° N, 170° E	12. U.S.S.R.
13. 80° S, 90° E	13. Antarctica
14. 10° N, 80° W	14. Panama
15. 40° S, 170° E	15. New Zealand

VOCABULARY BINGO

List on the chalkboard twenty-five vocabulary words from any social studies unit. Prepare and distribute bingo cards five squares by five squares and have students write one of the listed vocabulary words in each square. Read a definition and have the students mark off the corresponding word on their individual card. The game can be repeated several times by playing four corners, a cross, the outside picture frame, diagonal bingo, and black-out. The game is adaptable to any unit to provide vocabulary study, association of states and capitals, and association of countries and capitals.

Note: For game variations, refer to "Junior High General Social Studies" in this supplement.

MYTHICAL NATION

Create an imaginary nation of your ideas. Complete the following:

1. Design a map showing the shape and general landforms of your nation (rivers, mountains, etc.).
2. Design a national flag for your nation.
3. Give your mythical nation an official name.
4. Write a brief history of your nation, describing its discovery, famous people, important events, and national holidays.

WORLD FLAGS

Have students choose a country, draw its flag, and write ten interesting facts about the country.

INTERNATIONAL GUESSATHON

Have the students guess the country in which each game originated: dominoes (Egypt); bingo, hopscotch, and darts (British Isles); tic-tac-toe (Italy).

COUNTRY COLLAGE

Have students create a collage of a country of the world.

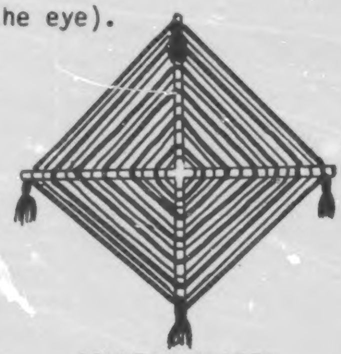
CASTLES

Instruct students in the building of castles after reading and researching about feudalism of the Middle Ages. Materials to consider for use: various size boxes, sugar cubes, dough, dominoes, graham crackers, tongue depressors. Suggested books: Castles by Fon W. Boardman, Jr. (New York: Henry Z. Walck, 1957); Chivalry and the Mailed Knight by Walter Buehr (New York: G. P. Putnam's Sons, 1963); The Crusaders by Walter Buehr (New York: G. P. Putnam's Sons, 1959); Knights, Castles, and Feudal Life by Walter Buehr (New York: G. P. Putnam's Sons, 1957). Suggested films: "Medieval Society: The Nobility"; "Medieval Society: The Villagers"; "The Crusaders"; "The Middle Ages."

Section A: Visual arts

OJOS DE DIOS

For Mexico, have students weave ojos de dios, "god eyes." Weave several bright colored strands of yarn between two ice-cream sticks glued together in the form of a cross. The center pattern of the "god eye" becomes a square (the eye).



COUNTRY CRAFTS

Have students practice a craft typical of a country--pottery, weaving, etc.

CHINESE ART

Have students make Chinese kites or dragon masks.

ARMOR DESIGN

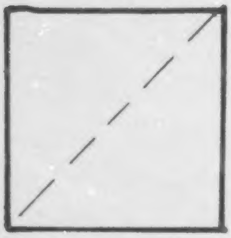
Have students make a booklet of armor design used during the Middle Ages. Have them design a sword as to blade, handle, and crossbar. Have them design a helmet as to shape and decoration. Have students discuss the advantages and disadvantages of a knight's using full armor during this period.

CHINESE TANGRAMS

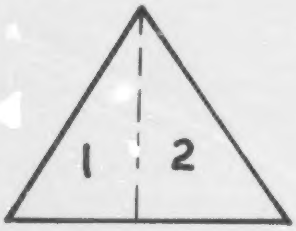
To make a Chinese tangram, give each student a 4" X 4" square of contruction paper and the following directions: (Step 1) Cut the square into two triangles. (Step 2) Cut one of the triangles into two more triangles to make pieces 1 and 2. (Step 3) Using the remaining large triangle, fold down the top point to touch the bottom of the base, then crease and cut off this small triangle to make piece 3. (Step 4) From the long piece left, cut pieces 4, 5, 6, and 7.

In making a picture, all seven pieces must be used and none are to overlap, but all pieces must connect to at least one other piece. The shapes of the pieces cannot be altered and no drawings can be added to the picture. The seven pieces must attach to form one object. Have students write a story or poem telling about their picture.

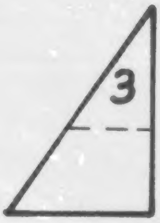
STEP 1



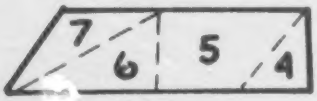
STEP 2



STEP 3



STEP 4



Section B: Music and dance

SONGS OF AUSTRALIA

Have students sing the "Kookaburra" and "Waltzing Matilda" songs from Australia.

Section C: Literature

COUNTRY POETRY

Have the students read a poem about a country and illustrate it.

AROUND THE WORLD WITH BOOKS

Make a bibliography of books about various parts of the world. Have the students design a small cardboard map marker that depicts some form of transportation and write their name on it. As each student finishes reading a book, a report is written and the prepared map marker is placed on a world map. A game can be played in which the first student to complete a specified number of books wins an award. A chart can be made with names of students and names of countries for a record of how many books each student has read about other countries.

STUDENT	GREECE	ENGLAND	ITALY	MEXICO
Mary	✓	✓	✓✓	
John		✓		✓✓

CHINESE WORDS

Have the students learn a few easy Chinese words to say: How are you? (nee how); yes (shirk); no (boo-shirk); thank you (see, shee, nee); food (fon); chicken (chee); keep (nyroo-roh); please (cheeng); one (ee); two (ei); three (sohn); four (tsuh); five (woo); six (lyou); seven (cheé); eight (bok); nine (jeu); ten (shirk).

CREATIVE MYTHOLOGY

Have students choose one of the questions listed below and create a myth to offer a possible explanation. Remind students to remember the basic designs and concepts of the Greek myths.

1. Why do turtles have shells?
2. Why do camels have humps?
3. Why do elephants have trunks?
4. Why is snow white?
5. How did horses lose their wings?

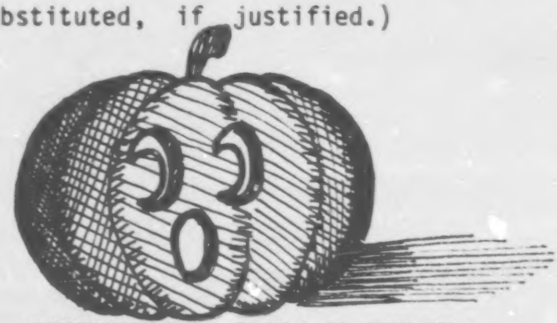
Section D: Customs and holidays

INTERNATIONAL TASTING PARTY

Have students taste each food and guess its origin: beef jerky (Brazil); dates (Middle East); olives, figs, bagels (Middle East); many kinds of teas (Orient); spaghetti (Italy); cheeses (France); spices (India).

ROMAN BANQUET

Have the students bring from home a sheet and safety pin to dress in toga style. Research the food eaten in ancient Rome and have the students bring only the foods of this period for a banquet. (Modern foods may be substituted, if justified.)



INTERNATIONAL TRICK OR TREATERS

At Halloween have the students choose a country, write an interesting report to be given orally, and dress up to represent the country when giving the presentation.

CHINESE DINNER

In studying the Chinese, serve the class a Chinese dinner with chopsticks and fortune cookies. Let the students dress in Chinese clothes and bring Chinese articles from home to share.

THAILAND ACTIVITY

I hear . . . I forget
I see . . . I remember
I do . . . I understand

For this activity you will need cooked 3-minute rice (very dry), butter, a spoon, and a bowl. Have students look at pictures of Thailand--the country, the map--and read about it. Compare foods eaten there with those eaten here. (Rice is the most common food eaten in Thailand.) Tell students that they are going to taste a type of food that Thai people eat. It is not a cookie or candy, but it is similar to each. Dip a teaspoon of butter into the cooked dry rice and make small balls of rice. Let each student make several. Serve cut bananas, pineapples, and coconut to accompany the rice balls.

INTERNATIONAL CHRISTMAS PARTY

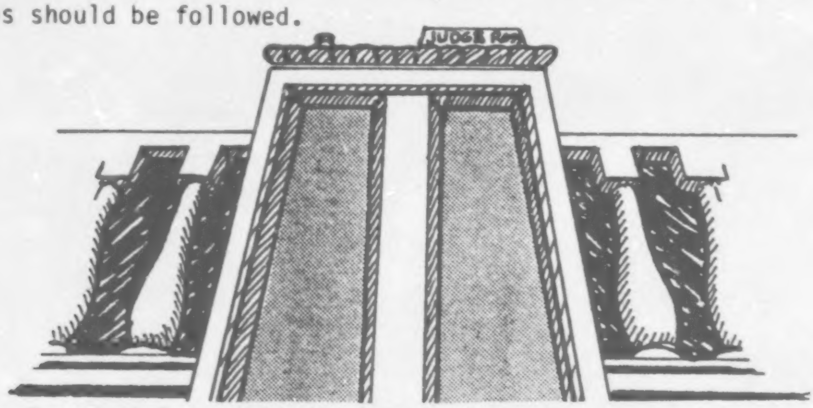
For this activity you will need scraps of materials, lace, paper, glue, some styrofoam balls, and geometric patterns.

Plan an international Christmas party. If students know the country of their origin, have them research that country's customs of Christmas trees, decorations, stories, and songs. Let each student make a decoration depicting another country, such as wooden shoes with hay for the reindeer, or a piñata. Students can give a brief report on the items they've made, the customs associated with them, and the country from which we derived them. Other activities might include Christmas foods and clothing from various countries.

Section C: By many

JURY TRIAL

In studying the Greeks and their system of trial by jury, have the students try Goldilocks for breaking and entering the home of the Three Bears. Let all students participate, and let the main characters dress and act in accordance to the students' own version of the case in question. The room should be arranged like a courtroom, and courtroom procedures should be followed.



Section D: Social and economic systems

LET'S PLAY THE MARKET

Tell the students (entire class or small group) that you are giving each one $5,000 to buy stock in any company or companies they choose. Using the market reports from a newspaper, explain symbols unique to the reporting of market changes. Discuss methods of evaluating stocks before purchase. After each student has made his/her choice, tell the students that they are to graph the progress of each company over a nine-week period. The students may sell at any time, but then reinvest to keep the total amount of their funds in the market. At the end of nine weeks, determine who gained the most from the stocks purchased.

Section B: Dreaming

DIG IN

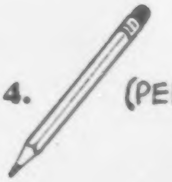
Suggest to the students:

It is the year 3000 A.D., and archaeologists have just dug into the ancient ruins of Anywhere Middle School. There they find the following mysterious artifacts. What could they guess about the ancient people that used such strange objects? List some of their possible conclusions.

1. (GLASSES)=

2.
SOCIAL STUDIES
(BOOK)=

3. (SHOE) =

4.  (PENCIL)=

5. (BRUSH)=

Section C: Deciding

TIMELY TOPICS

Have available a Newsweek or Time magazine for this activity. Have accelerated students read a current news article about an event of national significance, give a brief report to the class, and lead a class discussion on what effect the event described may have on the United States--its economy, foreign policy, national reactions, future plans, etc. Ask, "What do you think the president's reaction will be?"

Note: This can be a once-a-week class discussion activity.

THE YEAR 2000

Pretend it is the year 2000 and the world has run out of oil and gasoline. Have the students report in what ways their lives would be affected.

SCHOOL CLOSED

Have the students suppose they saw the following headline in the newspaper: "Government Closes All Schools." Discuss where and how they would learn. Have students interview older people who have little or no formal education to find out how they learned to do their work.

ALL GRADE LEVELS

ALL GRADE LEVELS

EGYPTIAN COLLAGE

Get brochures about Egypt from a travel agent. Have the students look through the brochures and select one picture to cut out. Make a collage of all their pictures.

Have students study hieroglyphic writing from books in the school library. Have them make up their own hieroglyphics and write a paragraph with the English translation underneath. Have the students illustrate their writing with Egyptian drawings.

FUN WITH FAMOUS NAMES

Have students write the names of famous persons very large and color in various areas of the signature to make cartoonlike drawings.

IMPROMPTU REVIEW

Write on separate slips of paper several topics over the unit's materials and place the slips in a box. Have individual students draw a slip from the box and report on the topic in an impromptu performance during an allotted time.

MY GIFT TO YOU

For a special gift to your students, draw designs of packages on construction paper and cut out one for each student. Write on the front of the package: "This is my gift to you. You are entitled to one hour of free time during this month. You may have this free hour only on a day when there is a 'happy face' picture on the chalkboard." Be sure that students realize that the privilege may be revoked if they do not behave responsibly.

ALL GRADE LEVELS

COSTS OF GIFTS

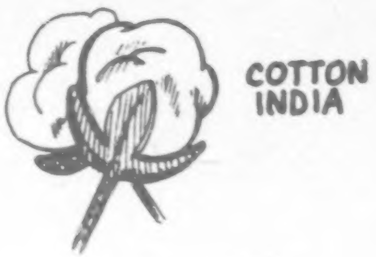
Take old catalogs to class. Give each student $100 in imaginary money with which to buy a gift for each family member and, if sufficient money remains, a gift for himself/herself.

The students choose each item from the catalogs, adding costs, computing sales tax and postage, and staying within the limitations of their $100 budget.

The choices made for particular family members, the amount of money spent on others, and the amount spent on self will give you some insight about students.

AROUND-THE-WORLD SCAVENGER HUNT

Divide the students into teams of four or five students for finding products and crops produced in various parts of the world. Give students a list of countries to be researched plus a world map on which to locate the countries of the products and crops. Have the students find examples of one product and one crop from as many of the countries assigned as possible. At least one week should be used for this project. On a specified day, have the groups bring in their examples and maps to share with the class and determine the winning group.



NUTS
BRAZIL

OLIVES
ITALY

ALL GRADE LEVELS

FRIENDSHIP BOX

Introduction

There is an interesting activity that is becoming more and more popular each year. It is called developing a "friendship box." The activity centers on a teacher having students research, collect, itemize (or label), and package resources that are characteristic of their state. Then the package is sent to another class in another state, who is asked to do the same thing with their state and to send their package to your class. Students not only will have studied and learned some interesting things of their state, but they will have learned about other states as well. They may be able to answer such questions as What type of government do they have? What size? Population? What do they grow? What do they raise? How do the people make a living? What are their resources? What are their principal crops? What is their major industry? Cities? Recreation? Arts? How are the people different? How are they alike?

How to Do a Friendship Box

1. Assign a class (K-6) the responsibility of researching, collecting, and labeling resources that are characteristic of their state. Class may work as a whole, as a group, or as a committee.

2. When researching, collecting, and labeling is finished, pack resources in a box as neatly as possible. Box may include such things as maps, pamphlets, rocks, minerals, water, pictures, some product that is produced (such as coal, salt, lumber), etc.

3. Write a letter explaining what your class has done and that you would like for the class to whom your package has been sent to do the same things. You may want to include a class letter signed by all of the students. Or you may want to assign a committee of students to write a letter. Insert and send letter(s) along with the package.

4. Send box. If you know of a teacher in another state who teaches the same level class that you do, you may want your students to send the box to that class. In the event that you do not know another teacher, contact the social studies specialist in the state education agency of the state to which you would like to send your box and ask him/her to send you the name of a teacher.

5. The activity should be a rewarding experience for both you and your students.

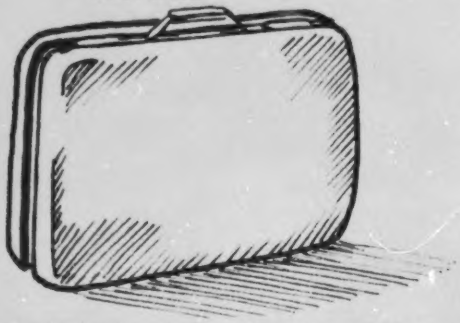
ALL GRADE LEVELS

AROUND THE WORLD

For this activity you will need poster board, patterns, encyclopedias, library books, construction paper, magazines, glue, and posters from travel agencies.

Explain the activity as follows: We will be taking a trip around the world. For this trip we will need to take our suitcases. Today we will be making our suitcases, and we will need to decide what we would like to take on our trip. (Have students cut from magazines pictures of articles and glue the pictures to the inside of each suitcase, e.g., clothes, toothpaste, money, shampoo, etc.)

SUITCASE



Fold large piece of construction paper. (Make pattern for students to trace.)

Have students decorate the front of the suitcase. Older students may want to draw their own pictures. For younger students, teachers may want to find small pictures that represent each country. Let students color, cut, and paste the pictures onto the front of the suitcase.

Make a passport. Students will need a 6" x 8 1/2" piece of construction paper. Have them fold it over and decorate the front similar to the example. Have students make a sheet with the following information and glue it inside the passport:

1. full name
2. birth date
3. birthplace
4. hair color
5. color of eyes
6. height
7. weight
8. issue date
9. expiration date
10. signature
11. picture (actual or drawn)

ALL GRADE LEVELS

Make a ticket. Students will need a 4" x 6" piece of construction paper. Have them write on the ticket the names of the countries to be studied and punch a hole by each country after they "visit" (study) it. Have the students keep their passport and ticket inside their suitcase.

If time permits, you might have each student write a report on his/her favorite country "visited."

* * * * * * * * * * * * * * *

Variation: Use the same idea with states within the United States or have students do just Oklahoma, using their ticket for various cities within the state. Have students print "OKLAHOMA" on the front of their suitcases. Have them tell the following in a report:

1. capital
2. state flag
3. state bird
4. state tree
5. state flower
6. state song
7. important crops
8. landmarks, etc.

This activity can last as long as you would like to enlarge plans. You may add art activities and snacks to help motivate students to learn about other countries or states. (Example: make igloos out of sugar cubes and icing; taste beef jerky for an Alaskan treat.)

ALL GRADE LEVELS

PEOPLE OF THE WORLD

The following activities are adaptable to any grade level and can be used as a series or one at a time to go with a particular area of study.

Mexico

1. To help students become aware of the similarities and differences between the people of Mexico and people in the United States, read to the class Gilberto and the Wind by Marie H. Ets (New York: Viking Press, 1963).
2. Show the class pictures, or actual articles, of various Mexican attire. If students have access to Mexican clothing, let them wear the items in class one day.
3. Display actual samples of Mexican pottery or pictures of Mexican pottery. Have students study the designs and shapes and then let them make pieces of pottery themselves from Potter's Clay.

Potter's Clay

(from Resources for Creative Teaching in Early Childhood Education by Darlene S. Hamilton et al. (New York: Harcourt Brace Jovanovich, 1977).

1/2 C. flour	1/2 C. cornstarch

1 C. salt dissolved in 3-3/4 C. boiling water

Blend flour and cornstarch with enough water to make paste. Boil water and salt. Add to cornstarch. Mix and cook until clear. Cool overnight, then add 6 to 8 cups of flour and knead until you have the right consistency. Keep a large metal salt shaker full of flour available for the children to use to keep their clay from sticking.

4. Have students make maracas, using little paper sacks, beans, and ice-cream sticks.

5. Let students assemble tostados or nachos for a mexican snack. Tostados: Brown ground beef in an electric skillet and add taco seasoning mix. Place beef mixture in taco shells (cracked into quarters) and add chopped lettuce, onions, and cheese.

6. Have students make a pinata and then at recess time let them try to burst it.

China

1. Discuss with the class the similarities and differences between the people of China and the people of the United States. If possible, show the class the filmstrip, "Five Chinese Brothers."

2. Display pictures, or actual articles, of Chinese clothing. If students have access to Chinese clothing, let them wear the items in class.

3. Show students pictures of Chinese kites and then have them design and make kites of their own.

4. Have students make sailboats out of egg cartons, construction paper, and toothpicks.

5. Have students cut out dragon shapes and paint in the features.

6. Serve fortune cookies for a Chinese snack. Let each student read the fortune to the rest of the class.

7. Play a record of oriental music for the class. Ask children to compare and contrast the rhythm and sounds to American music.

8. Help students make Egg Drop Soup.

Egg Drop Soup (Egg Flower Soup)

1 egg 1 T. cornstarch 2 T. cold water

3 C. clear chicken broth (may use bouillon cubes or strained chicken noodle soup)

Optional: 1 t. chopped parsley or scallion to suggest leaves.

Pour broth into or prepare broth in a metal saucepan; bring to a boil. Measure water and cornstarch into a baby food jar, cover with a lid and shake vigorously. Open jar, pour cornstarch mixture into the broth, stir with fork until smooth. Break an egg into a small bowl and beat with fork.

ALL GRADE LEVELS

Allow students to watch and take turns helping to pour egg into the broth. They can see the flowers formed when the egg cooks in shreds as it is dropped into the broth. It sinks and then rises to float on the surface in budlike pieces. Stir until all egg has been added and cooked, remove from heat, and serve. Make sure each student gets some flowers spooned into his/her cup.

9. Show students how to use chopsticks and let them try to pick up something with them.

Holland

1. Read to the class "The Hole in the Dike."
2. Display pictures, or actual articles, of Dutch clothing such as hats and wooden shoes.
3. Show students pictures of windmills. Let them make pinwheels, using sticks, construction paper, and pins.
4. Have students make tulips out of crepe paper, wire, and florist tape. Let students plant actual tulip bulbs in pots and watch the plants grow.
5. Have students make butter. (Recipe is in Touching, Living, Growing . . . Elementary Social Studies printed by the State Department of Education.) Let students spread the butter on soda crackers to eat for a snack.

Africa

1. Read to the class "Why Mosquitos Buzz in People's Ears" as retold by Verna Aurdema.
2. Discuss the similarities and differences of the people in the various parts of Africa.
3. Have students make strings [illegible] beads using string and macaroni.
4. Show students pictures of African masks. Let students design and make their own out of paper bags, using construction paper, scissors, and glue.
5. Play a recording of African drum and rhythm music for the class.
6. Have students read the story "Congo Boy."

ALL GRADE LEVELS

American Indian

1. Read to the class Little Runner of the Longhouse by Betty Baker (New York: Harper & Row, 1962). Discuss with the class the life-style of the American Indian as it existed at one time and as it is today, emphasizing food, clothing, and housing.
2. Teach the class "It's a Small World After All."
3. Show the class pictures of sand paintings. Let the class design and make their own sand paintings.
4. Have students make Indian Fry Bread. (Recipe is in Touching, Living, Growing . . . Elementary Social Studies printed by the State Department of Education.)
5. Display articles of American Indian clothing and blankets.
6. Play for the class the record "As Long As the Grass Shall Grow."

MIDDLE SCHOOL AND JUNIOR HIGH

UNITED STATES HISTORY

EARLY SETTLERS

Propose the following situation to the class:

You are early settlers coming to the New World and are ready to land. The captain tells you that part of your possessions must be left behind. You must decide what you will take ashore. Your task is to put in order of need the articles that you think are the most important for you to have with you when you land and explore. Rank the items, with 1 being the most important and 20 being the least important.

_______ compass
_______ star chart
_______ guns
_______ water
_______ materials for sails
_______ food
_______ rope
_______ trinkets to trade
_______ gold and silver
_______ traps for animals

_______ personal baggage
_______ maps
_______ spices
_______ lumber
_______ small boats
_______ blankets
_______ cooking utensils
_______ snowshoes
_______ English flag
_______ horses

HISTORY SKITS

Impromptu plays and skits are useful ways to emphasize material from class. Divide the students into groups of five to seven and allow them ten minutes to develop a skit that deals with something they have been studying. It may be humorous or serious. Most students enjoy this activity, including those who usually do not participate in other class assignments.

LIFE IN THE COLONIES PUPPET SHOW

Divide the class into groups. Ask them to create a puppet show (hand puppets), with a maximum length of five minutes and a minimum length of two minutes, to show life in the colonies. Have students include the following information in their plays: the name of the colony and town, year, mode of dress, type of housing, government, food, social life and entertainment, occupations, religion, education, language of the time period, and presence or absence of slavery and Indians in the colony.

COLONIAL INVENTORY

The average colonial house in the 1660s contained:

- Stools and benches to sit on
- Dining table (sometimes planks set over trestles or sawhorses)
- Dishes made from pewter or wood
- Fireplace utensils (shovels, tongs, forks, bellows)
- Warming pans and brooms
- Tablecloth and napkins
- Boxes and chests for storage
- One or more bedsteads
- Spinning wheel
- Saws, hoes, guns, knives, axes
- Bible
- One chair (for old people or guests)
- Enough spoons for the family (but no forks)
- Cups (sometimes one cup per family)
- Cooking utensils (iron pot, skillet, kettle, ladle, tripod for supporting a pot over the fire, mortar and pestle for pounding)
- Mattresses
- Other kitchen utensils (butter churn, cheese press, salt barrel)
- Candle molds
- Fishing tackle

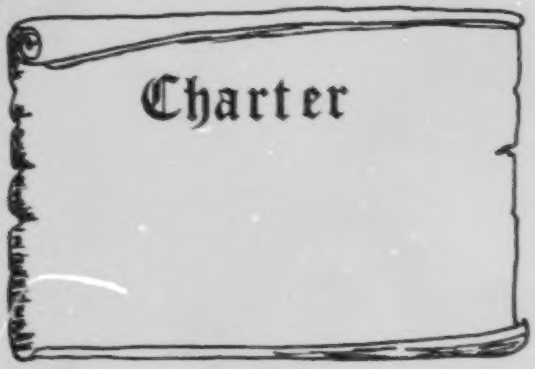
Have students underline items not present in today's homes and list separately items in today's homes not present in colonial times. Students might also evaluate which items are necessities and which items one could live without. This could be done for both the colonial list and the modern list.

AMERICAN REVOLUTION TIME LINE[1]

Have the class construct a time line depicting the important events leading up to the American Revolution. The students might use a long piece of butcher paper to make a wall mural with pictures illustrating the events shown on the time line.

COLONIAL DIARY[2]

Instruct the students to write entries for ten days in the life of a frontiersman, a colonial farmer, or a merchant. The students might add illustrations.



WRITE A CHARTER[3]

Have students draw up an imaginary royal charter for a company like the Plymouth or London Company which expects to settle colonists in America. Include such items as the purpose of the company; the rights of the stockholders; and the privileges, obligations, and responsibilities of the colonists. On the basis of the charter, discuss possible conflicts of interest that might arise.

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[1] From Teaching Economics in American History, by George C. Dawson and Edward C. Prehn, Joint Council on Economic Education, ©1973. All rights reserved.

[2] Ibid.

[3] Ibid.

REVOLUTIONARY POETRY

Have students write a poem of four lines on some part of the Revolutionary period.

REVOLUTIONARY PARADE

Have students organize a Revolutionary parade with at least ten prominent figures of the Revolution. Refer to the following example:

> An agitator comes next. In his hand he carries a pamphlet entitled "Common Sense." Notice how excited people become as they read the booklets he distributes. (Thomas Paine)

DESIGN A CARD

Have students design a Revolutionary War greeting card.

POLITICAL CARTOONS

Have students draw a political cartoon on one of the following topics: (a) How the Revolutionary War was financed; (b) foreign aid for the Revolutionary War.

LAW IN THE COLONIES

Divide the class into groups. Ask them to design for a colony a set of rules in the following categories: society, politics, religion, industry, education, culture.

PICTURE DISPLAY OF THE COLONIAL PERIOD[1]

Using an opaque projector, have the students project paintings and photographs reproduced in American Heritage Magazine or other books to illustrate activities in the New England, Middle, and Southern colonies during colonial times. Each student should give a short oral presentation about the picture he/she chose.

ADS FOR SETTLERS[2]

Ask the students to prepare handbills or newspaper ads to attract settlers by describing the advantages of living in the New World.

REVOLUTIONARY EDITORIAL[3]

Divide the class into American and British newspapermen and women. Ask them to write editorials from the British or American point of view on one of the following:

Boston Tea Party
Stamp Act
tar and feathering of a revenue agent
salutary neglect
Townshend Acts
Sons of Liberty

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[1] From Teaching Economics in American History, by George C. Dawson and Edward C. Prehn, Joint Council on Economic Education, ©1973. All rights reserved.

[2] Ibid.

[3] Ibid.

Justice Liberty

Equality Freedom

REVOLUTION[1]

The purpose of this activity is to have students construct a model of revolutions. Pose this question: "What do the French, the Russian, and the American revolutions have in common?" Students can list and analyze such similarities as:

1. The presence of a few dedicated, disciplined leaders.
2. Leadership coming neither from the extreme top nor the extreme bottom, but rather the middle class.
3. A change in power distribution.
4. An ideology which was used to legitimate, justify, and validate the revolution.
5. The exporting of both that ideology and revolutionary spirit.
6. The development of newer forms of technology.

Students may add to this list. Finish with the following open-ended question: "In your judgement, how successful was the French Revolution? The American Revolution? The Russian Revolution? Are all these revolutions complete?"

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[1] From Teaching Economics in American History, by George C. Dawson and Edward C. Prehn, Joint Council on Economic Education, ©1973. All rights reserved.

HAMILTON/JEFFERSON DEBATE

Present students with background studies of Alexander Hamilton and Thomas Jefferson. Include information on their personal and professional lives. Then assign issue areas to be studied more closely by the students in groups. Include such issue areas as federalism vs. states' rights, foreign affairs, political parties, financial affairs of the nation, and interpretation of the Constitution.

After group study, ask a student from each group to present the findings. Help bring out the opposing positions of each man in these issue areas.

Sum up with two students--one representing Hamiltonian thought and the other, Jeffersonian thought--debating major points.

LEWIS AND CLARK NEWS STORY

Share the travels of Lewis and Clark with your class. Use accounts from several textbooks as additional sources, then ask students to write a news story about the journey. Encourage them to be creative and to include such highlights as other people encountered, geographical changes, and flora and fauna. Ask them to imagine the personal feelings of Lewis and Clark.

Formats could include the interview, the eyewitness account, and the straight news report. This assignment could also develop into a talk-show format to include Lewis, Clark, Jefferson, Sacajawea, and Charbonneau.

Remind students that a good news story answers the questions who, what, when, where, why, and how and that it has a catchy headline.

GROUP STUDY--ANDREW JACKSON

Assign groups to study the following issues involving Andrew Jackson: Peggy O'Neale, the nullification crises, the Bank of the United States, the Whig Party. Be sure to tie in such personalities as Daniel Webster, Martin Van Buren, Nicholas Biddle, Henry Clay, and John C. Calhoun.

Ask each group to create a cartoon illustrating the assigned issue. Reproduce these to share with the class.

NEWSWRITING

This can be an individual or group activity. Students will need sheets of newsprint paper, black felt-tip pens for headlines, and a typewriter, if possible. Examine copies of old newspapers and provide students with samples of newswriting, then have them "print" news items based on happenings in various historical periods. Have students paste the articles onto newsprint sheets in columns and letter the headlines. Students may want to include ads as well as other historical features. Create catchy mastheads. Possible newspaper mastheads are as follows:

Explorer's Express	Gay Nineties Gazette
Colonial Chronicle	Twenties Times
Jeffersonian Journal	World War II Herald

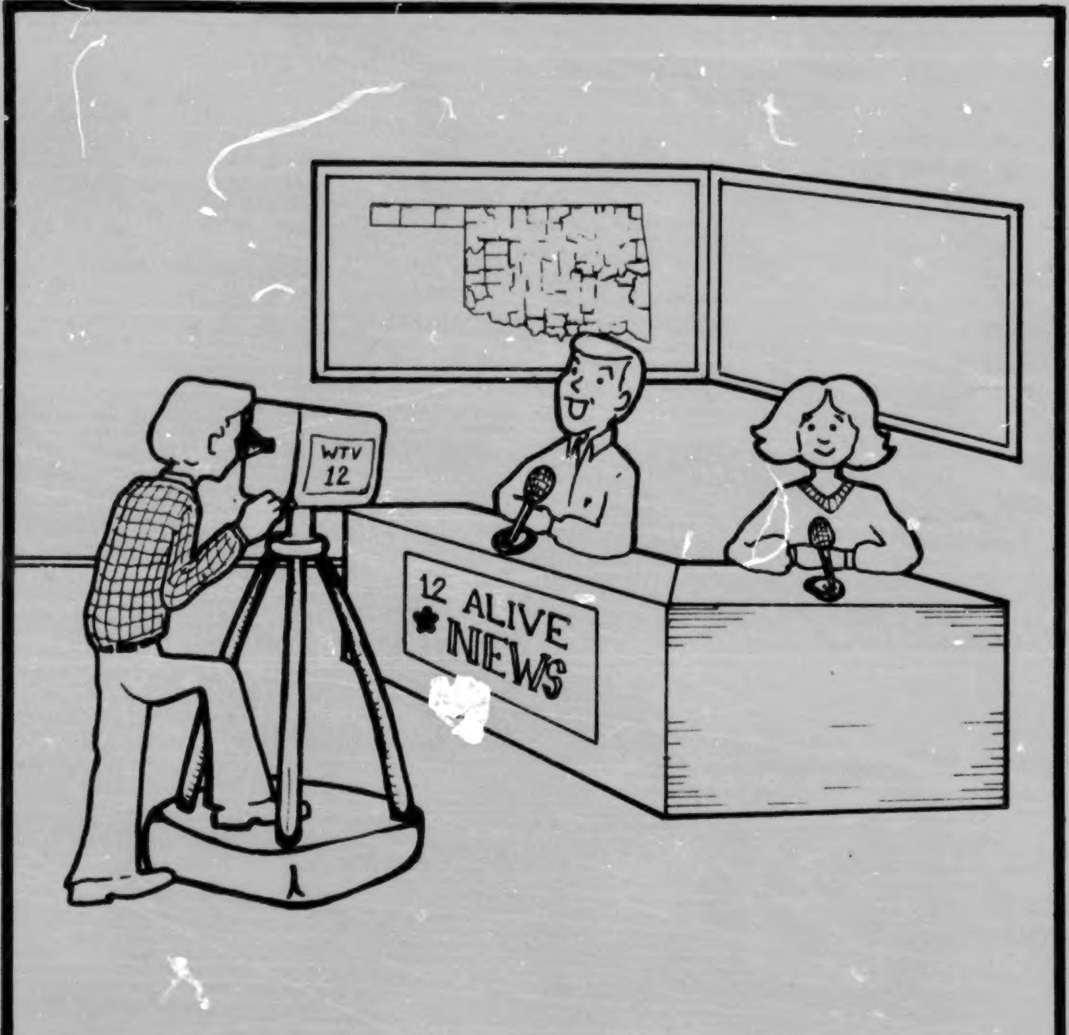
YARN DOES IT

For this activity students will need a large piece of butcher paper, burlap fabric, or other suitable background material, and a good supply of colored yarn. Students select background material, sketch the outline of historical scenes and figures with chalk or tempera, then pin, glue, or sew yarn to outline each figure or object in the mural sketch.

Daily Chronicle

THE EVENING NEWS

For this activity you will need a table, chairs, and a make-believe microphone. Choose a time period in American history and have students broadcast one day's news. Assign roles of newscaster, sportscaster, weather forecaster, and others. Plan the program to include timely commercials, then present the newscast to the class. Suggested events include the Boston Tea Party, the signing of the Constitution, the attack on Pearl Harbor, the Louisiana Purchase, the assassination of a nationally important person, and significant battles and treaties.



THE TOP 10

Have students, as a class, brainstorm the names of the most influential (having had the greatest effect on history and the everyday lives of other human beings) people in American history. After generating a list (as many as possible) on the chalkboard, have the students break up into their designated groups and proceed to rank the names in the order of importance (the "top ten" or "top twenty"). The groups may use names that were not generated by the whole class; each group must decide on its ranking criteria and be able to defend its list. Each group, after establishing the "top ten," shares their ratings with the other groups. This activity can create much controversy and discussion. You may want to refer to The One Hundred: A Ranking of the Most Influential Persons in History by Michael H. Hart (New York: A & W Publishers, 1978).

FLASHBACK

This flashcard activity is designed to set the scene for the events and personalities that highlighted the material students have just completed. Prepare flashcards with pictures representing people or events from material just covered in class. On the back of each card have clues that will help identify the more difficult pictures.

For people and events from the past, use photocopied pictures; for people and events from the present, use magazines and newspaper clippings.

POLITICAL CAMPAIGN

Have students design a poster, button, or bumper sticker to use as if they were running for political office.

HALL OF FAME

Have students write a speech nominating a former president of the United States to the Hall of Fame. Have them design a campaign poster and include at least five past accomplishments of the person nominated. Let the class vote on the best candidate.

HISTORICAL GRAB BAG

Prepare a grab bag containing items so unusual or obsolete that students will be unable to identify them. Have students randomly select an object, then have them work alone or in pairs to note shape, color, materials, and patterns. Ask students to answer the following questions:

1. What is the object?
2. Who would have used this object?
3. Why was this object used?
4. Where would this object have been used?
5. How did the object work? How did it affect culture at that time? How does it affect culture now?
6. When was this object used?

Suggested Objects for Grab Bag

washboard

thick disc record (circa 1916)

dainty velvet pin cushion with thimble holder; antique needle holder

child's iron toy bear over 100 years old

coffee grinder

horse brass (from England)

pillbox (from England)

three-pronged English dinner fork

teacher's bell for desk

apple corer

apple peeler

cherry pitter (seeder)

button hook

English doorknocker

polished rock

old-fashioned bone hairpin with fake pearls

tool for working on a Model T car

antique pendant

mourning ring

cotton ball pee (for scale)

lid remover (object to remove hot lids from wood- or coal-burning stove)

hair "rat" (for shaping a woman's hair in a bun)

Edison cylinder record (circa 1908)

calf weaner

ink bottle (with recessed well)

quills for writing pens

"Pokey" toy (rubber horse)

butter mold

handmade wooden salad bowl

English oyster fork

cowboy's spur

Wells Fargo child's bank

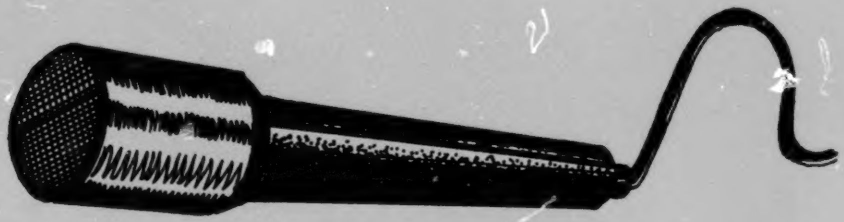
delicate brass ladies snuff box

jumbo pencils (commemoratives)

antique perfume bottle

HISTORICAL INTERVIEW

For this activity each pair of students will need a make-believe microphone, a table, and two chairs. Pair students, with one acting as a newscaster interviewing a witness to or a participant in a historical decision or event. Encourage students to research and use words, phrases, and exclamations relating to the society of the time.



UNITED STATES PUZZLER

For this activity students will need butcher paper, a black felt-tip pen or a black crayon, and colored crayons or paint. Have them create a jigsaw puzzle design on butcher paper. Students may design puzzle pieces. Each piece should be large enough to contain a picture. Have students fill in each piece of the puzzle with an illustration relating to a specified historical period.

HEADLINES

For this activity students will need a black crayon or felt-tip pen and sheets of newsprint paper. Have students choose a topic from U.S. history and write a series of headlines that outline the subject. Then have them write the headlines on index cards and use them in an oral report.

MAKING A STATE FACTS BOOKLET

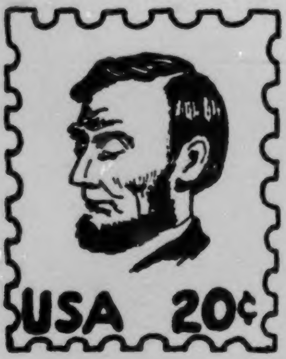
Have students find five facts about each state and compile them in a booklet. An encyclopedia, almanac, etc., may be used as a resource book. Examples of the types of facts that can be gathered are: capital, size, when the state was admitted to the Union, popular name, population, state bird, state song. The states can be arranged in alphabetical order or in the order in which they became one of the United States. The cover and table of contents design is determined by the individual student.

ORAL REPORTS

Use a variety or resource materials in this activity, which should involve the entire class. Have the students research and report on a particular item, event, place, etc. The report itself should be at least three to five minutes in length. As each student presents the report, the rest of the class takes notes. At the conclusion of the report, the presenter grades the notes of fellow classmates, using the material covered in the report as a guide and allowing a maximum of 25 points on each student's notes.

POSTAGE STAMPS

Have students design a series of postage stamps commemorating famous people or events.



HISTORICAL TRIANGLE

For this activity each student needs a long piece of heavy paper. Have students select an event or a series of events that has three parts. Have them draw horizontal lines to divide the paper in thirds and illustrate each part of the event in one section. Then have them fold the paper on the divided lines with illustrations on the outside and tape the ends of the paper together to create a free-standing triangle. Suggested events include three battles from a war, the great cattle drives, three inventions, and three land acquisitions.

REWRITING HISTORY

Each student will need pencil and paper. Have students study the actual outcome of an event and then imagine what situations and policies might be different today if that outcome had been reversed. Have students write the event with a new ending. Suggested events include the following: the British won the Revolutionary War; Jackson's policy was pro-Indian; Mexico won the Mexican War; Jefferson did not purchase Louisiana; the French won the French and Indian War.

HISTORICAL TIME LINE

For this activity students will need butcher paper, felt-tip pens, crayons, paint or chalk, and brushes. Have students use felt-tip pens to divide the butcher paper into sections. Have them work across or down the paper to mark each section with the date and title of the event to be illustrated. Tell students to make certain the dates are in chronological order. In each section have students draw, color, or paint a scene appropriate to its spot in time.

WHY AMERICA WON THE WAR

Have students fill in the chart below on "Why America Won the War."

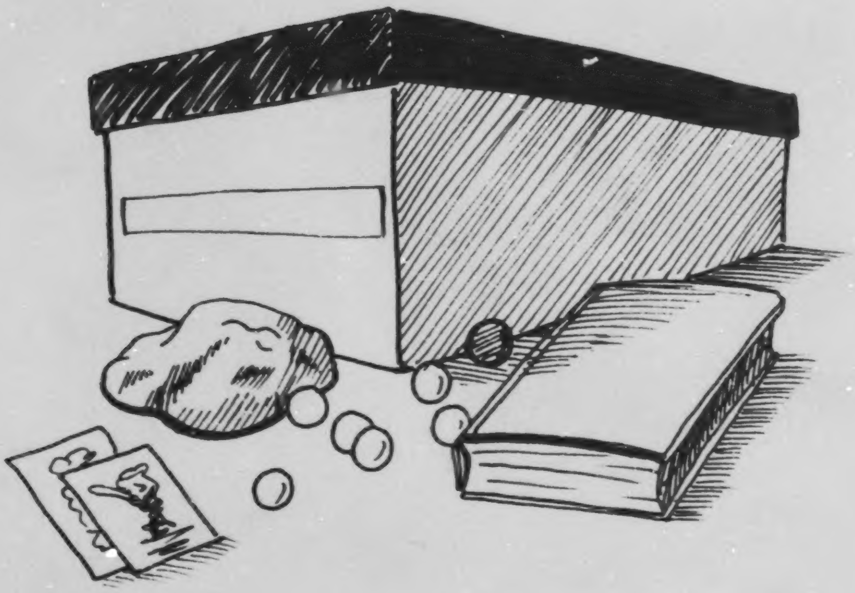
American Advantages	American Disadvantages	British Advantages	British Disadvantages

STATE COLLAGE

Have students create a collage of a state of the Union.

FRIENDSHIP BOX

Exchange a friendship box with a school from another state or a foreign country. Have students bring items that represent their school and its geographical location.



CHARADES

Play charades by having students act out the names of historical events in United States history.

ECONOMICS

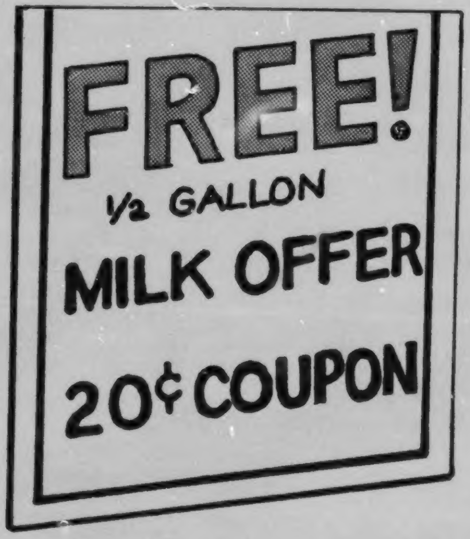
ADVERTISING FOLDER

For this activity each student will need a folder, typing paper, colored pencils, scissors, paste, newspapers, and magazines.

Have students survey newspapers and magazines or search outside of class for examples of such types of advertising as the business card, postal ad, and catalog, and for such methods of product promotion as the coupon, price-off offers, "offers inside," and money-back offers. Samples of each should be pasted on typing paper, labeled, noted in a table of contents, then placed in the folder. Students may draw or invent examples if they are unable to find genuine examples.

For a related activity, have students use a current newspaper or magazine to find examples of each of the following: an ad to sell a product, an ad to build overall business for a company, a public service message ad, a seasonal ad, an ad primarily for children. Then have students find the same types of ads in an old newspaper or magazine and list three ways the ads are alike and three ways they are different.

Other examples of advertising to be included in the folder might be gimmick ads, ads to sell a service, ads to create goodwill for a company, a U.S. government ad, and an ad to promote a beneficial action (i.e., personal safety). You might also ask students to include from a newspaper examples of a one-column ad, a two-column ad, a four-column ad, and a full-page ad.



ECONOMICS WORD FIND

The terms below can be found in the puzzle. Work forward and backward, up and down, and diagonally.

Assets
Capital
Career
Cartel
Cost
Credit
Debt
Dollar
Economics
Elastic
Export

Goods
Labor
Land
Loan
Monopoly
Production
Profit
Quota
Rent
Retail
Sales

Savings
Supply
Tariff
Tax
Trade
Union
Utility
Variable Cost
Wages
Wants

W	A	S	U	T	R	T	Y	L	P	P	U	S	S	E	L	A	S
A	S	G	N	I	V	A	S	C	R	E	D	I	T	R	A	D	E
G	S	T	I	F	B	S	C	O	M	E	L	A	S	T	I	C	S
E	E	R	O	O	T	D	D	C	C	R	T	N	E	R	E	M	C
S	T	O	N	R	V	U	N	O	O	E	R	A	S	A	V	L	I
N	S	P	A	P	C	L	N	B	O	C	L	D	I	W	Q	L	M
K	X	S	A	T	O	A	A	V	B	G	N	B	L	L	G	F	O
B	C	E	I	D	O	L	L	A	R	A	C	E	A	N	F	R	N
S	O	O	E	L	S	U	T	I	L	I	T	Y	E	I	A	C	O
U	N	E	T	B	E	D	Q	C	A	R	E	E	R	D	R	D	C
W	A	N	T	S	Y	Q	W	C	A	M	Q	A	W	Q	O	A	E
Y	L	O	P	O	N	O	M	C	L	A	T	I	P	A	C	R	V

EXAMINING THE ADVERTISING OF PRODUCTS

To show students how advertising can create a demand for certain products, let students select a product. Give them one week to collect examples of advertisements from newspapers, magazines, radio, and television. Have them clip out the ads or write them down. While collecting the advertisements, they should consider these questions: Who is the ad aimed at? How does the ad portray the product? What information is given about the product? Would you buy this product from the information given in this ad? Do you think that these ads would influence anyone to buy the product? Have students discuss their findings and tell how advertising may be necessary to make the product available to consumers.

RESEARCHING IMPORTS AND EXPORTS

This activity shows students how important the trading of imports and exports can be to a country. Divide students into groups. A group will select a country and examine its exports and imports. Each group will prepare a report consisting of their country's exports and imports, the countries it trades with, and how each country benefits from the trading. Have one person from the group give a summary of their report. Discuss the groups' findings. Ask students to look for examples of imports and exports they may have at home.

FIELD TRIP TO BANK

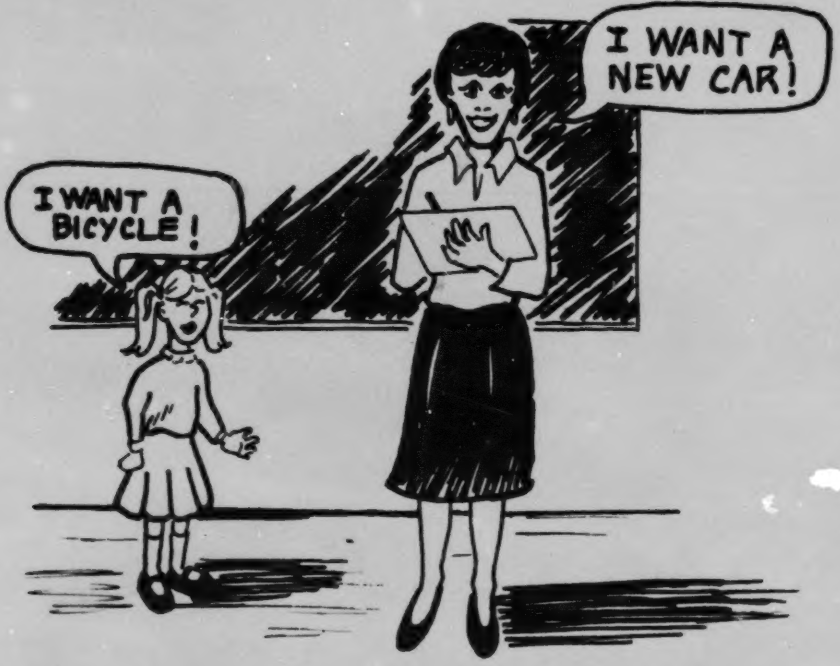
To help students understand the many functions of a commercial bank, consult the people at the bank and prepare a tour of the facilities. While on the tour, have students note the various functions of banking they see taking place. Have students write a report that includes their impressions of the bank and what they saw on the tour.

FAMILY BUDGET

To help students understand income budgeting and how they can use their income more efficiently, ask them to select an occupation and the kind of life-style they would like to have. Encourage them to study newspaper ads for jobs for information about occupations and incomes. Have each student make a list of wants and necessities comprising expenses for a month. Have them use magazines and catalogs to assign prices to the want list, then total the list of prices. Ask students whether they would consider a change in life-style or occupation to meet their needs. Ask whether they would consider a change in wants to meet their income. Have them adjust their budgets. Then have students prepare a budget for a six-month period.

STUDENTS COMPARING WANTS

Help students understand how wants vary from person to person and at various ages by having them make a list of five wants. Ask a first- or second-grade teacher to obtain five wants from each student in his or her class. Write five wants from the teacher. Read and discuss these lists to determine why wants may vary.


I WANT A NEW CAR!
I WANT A BICYCLE!

PRODUCERS AND CONSUMERS

For this activity you will need scissors, rulers, buttons, pipe cleaners, crepe paper, construction paper, ribbon, string, play money, spools, and glue.

Set up three teams. Distribute play money to one of the teams--these team members will be "consumers." Distribute supplies to the other two teams, whose members will be "producers." Each of the producer teams will invent products, make them, determine price, and compete with the other producer team for the consumers' dollars. Additional supplies may be purchased with profits made from selling the products to the consumers. (Some supplies should be limited arbitrarily by the teacher.)

While the producer teams are making products, meet with the consumer team. Instruct them to be wise in making their choices of products to buy and in deciding whether they will pay the prices the producers ask. (Be sure that consumers do make some purchases, or the activity will be over before it begins.)

Begin the activity when the producer teams have a few products to sell. Continue the simulation long enough for students to see how the process of supply and demand functions.

Use the following questions as a guide for debriefing the activity.

1. What happens to prices as the producer teams competed for the consumers' dollars?
2. What happened to prices when supplies became scarce?
3. What economic concepts did the activity demonstrate?

LISTING FACTORS OF PRODUCTION

Have each student bring an object from home. Have students exchange objects with one another and list the natural resources, capital resources, and human resources used in making that product. Discuss their lists. This activity will help students understand that the production of a single product involves all three resources.

ECONOMIC INTERDEPENDENCY BETWEEN COUNTRIES

This activity is designed to acquaint students with the meaning of the term "interdependency" and aid them in gaining an understanding of the term. After the game, the teacher should emphasize that although countries may specialize in manufacturing certain products and often compete with other countries, they are all dependent upon one another for resources and for successful trade.

Interdependency Game

I. Materials

  A. Four colors of 9" x 12" construction paper with the following distribution: blue - 10 pieces, red - 5 pieces, yellow - 2 pieces, white - 1 piece

  B. Four pairs of scissors

  C. Four rulers

  D. Three red crayons and two blue crayons

  E. $1,000 in play money

II. Procedure

  A. Divide the class into five groups.

    1. Two large groups, each representing a large country

    2. Three small groups, each representing a small country

    3. Group sizes may vary according to class size

  B. Some students may be used as quality control officials who measure the accuracy of the products made and record which countries have completed each product.

  C. Distribute materials carefully.

    1. One large group receives: 5 pieces of blue paper, 2 pieces of red paper, 1 pair of scissors, 1 red crayon, $200.

    2. Second large group receives: 2 pieces of blue paper, 1 piece of red paper, 1 pair of scissors, 1 ruler, $300.

    3. One small group receives: 1 piece of blue paper, 1 piece of yellow paper, 1 ruler, 1 red crayon, $200.

    4. Second small group receives: 2 pieces of blue paper, 1 pair of scissors, 2 rulers, 1 blue crayon, $200.

    5. Third small group receives: 2 pieces of red paper, 1 piece of yellow paper, 1 piece of white paper, 1 pair of scissors, 1 red crayon, 1 blue crayon, $100.

D. Explain that each group represents a different country with correspondingly different resources.

  1. Each "country" is to "manufacture" certain specified products in order to exist successfully in an economically competitive society. No country has all the resources necessary to complete all the products itself.
  2. The list of products to be made may be repeated only if the country has completed the entire list the first time. (The products do not have to be made in any certain order.)

E. Write this list of required products on the overhead projector or chalkboard.

  1. 3" red square
  2. blue right triangle
  3. yellow rectangle
  4. white trapezoid
  5. 3" red line on blue rectangle 4" x 5"
  6. circle drawn by blue crayon 3" in diameter on red square 4" x 4"
  7. red line 2" long on 2" white square
  8. blue triangle 3" on each side
  9. yellow circle 1" in diameter

F. Bargaining must be restricted.

  1. All trades or sales are final.
  2. No lending may occur.
  3. Each country should appoint one bargaining agent to do business with the other countries and one agent to get their products checked.

III. Evaluation

A. Which group "won"?

B. Which group(s) had the advantage?

  1. What advantages did the larger groups have?
  2. What advantages did the smaller groups have?

C. What were the rare resources?

D. What were the common resources?

E. Could any country have manufactured all the items by itself?

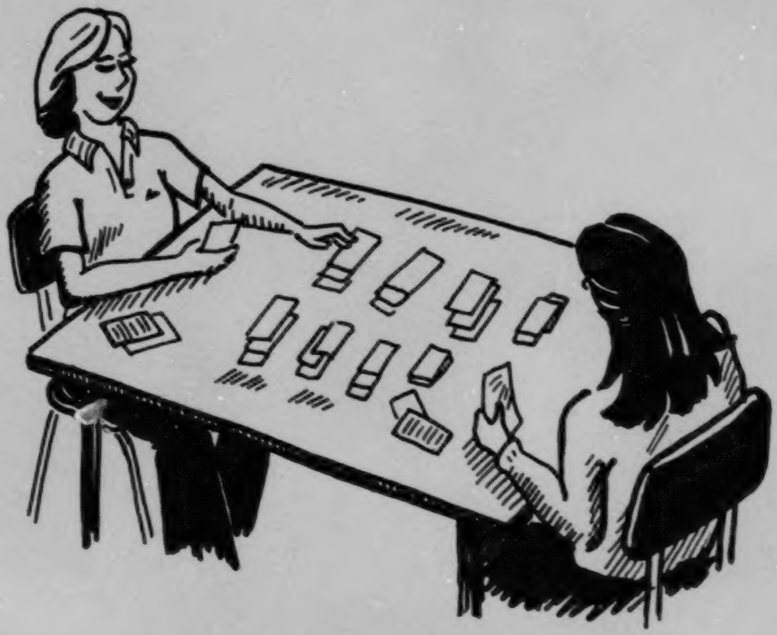
  1. Why?

F. Make a general statement about the availability of resources and the manufacturing of products in various countries. (Countries are dependent on other countries for resources as well as manufactured goods.)

CONCENTRATION

To prepare the game, copy economics vocabulary words and definitions on separate cards. Use sixteen terms, if possible.

Rules. Separate the word cards and the definition cards into two packs. The sixteen word cards should be shuffled and laid face down in four rows of four cards each in one part of the playing area. The definition cards should be shuffled and laid face down in four rows in another part of the playing area. The first player turns up one word card and one definition card. A player turning up a word and its correct definition keeps the pair of cards. If the cards are not a match, they are returned to their original places, face down, and the next player takes a turn. A player may continue playing as long as the cards drawn are correctly matched. When all the cards have been matched, the player with the greatest number of pairs wins the game.



GEOGRAPHY

USING MAPS

Use this activity to help students learn more about their own neighborhoods. Have each student draw a grid with four horizontal lines and four vertical lines and locate his or her home in the center square. Have students use their maps to tell the following:

1. which directions the street runs
2. which side of the street their home is on
3. which direction their home faces
4. the name of the streets north, east, south, and west of their home
5. the location on the grid of one landmark north, one landmark south, one landmark east, and one landmark west of their home
6. what direction from their home the church is
7. what direction from their home are the school, the home of their best friend, etc.

Have the students extend their maps so that they can put in a park, a church, a mall, a school, etc.

This activity can be adapted for state locations.

Examples:
1. cities north, east, west, and south of students' city
2. counties north, south, east, and west of students' county
3. direction from Oklahoma of all bordering states (six of them)
4. rivers north, south, east, and west of Oklahoma (or in which direction are bodies of water leading from Oklahoma)

It can also be adapted for areas outside the United States.

Examples:
1. countries north and south
2. names and directions of bodies of water surrounding the United States
3. directions to reach the various continents

There are any number of variations and combinations.

FOLLOW YOUR TEAM

Survey the students as to their favorite sports team. Have students use a map of the United States to find where the team is from and what route they take in going to play other teams. Discuss and locate the number of states the teams visit during the season.

GEOGRAPHY SCRAMBLE

You will need a list of scrambled words and either a geography textbook with good maps or a world atlas. Have students correct the scrambled words and identify what each names, such as a city, country, river, mountains, etc.

STAMP COLLECTING

You will need a package of inexpensive stamps of the world, a world atlas, and almanacs. Divide the class into small groups of four to six students and allow two class periods for this activity. Distribute fifteen to twenty stamps to each group. Have the students identify the country of each stamp's origin and locate each country in the atlas. (At this point you can do a multitude of things.) After each country is identified, ask the groups to identify the capital, major rivers, or other physical or political features. Have the groups determine surrounding countries, the latitude and longitude of the capital, and significant past or present leaders.

To avoid loss or damage to the stamps and to prolong their use, laminate them on colored poster board or cover them with clear contact paper.

For a follow-up activity, have the students write a report on one of the countries.

FINDING LATITUDE AND LONGITUDE ON GLOBES AND MAPS

For this activity you will need one globe for every five to seven students. Allow twenty minutes to one hour for the activity.

Divide the class into teams, each with five to seven students. Write several latitude and longitude locations on the chalkboard (as many locations as there are students) to designate a country, island, lake, or sea. The first player quietly tells the teacher the answer. If he/she is correct, the second player gets the globe or map and works on the second location. If the first player is incorrect, he/she must sit down and continue searching for the first location. The first team to find all the locations wins. This exercise can also be used with United States maps and is excellent for reinforcing globe and map studies.

LONGITUDE AND LATITUDE

This activity helps students understand the concepts of latitude and longitude by applying them to everyday places and things. The only supplies needed are a chalkboard, chalk, desks, paper, and pencils. Preparation should include some time with vocabulary so that students understand the terminology.

Draw a large grid on the chalkboard ahead of time. Label the equator and prime meridian in the presence of the students and with their help. Once the grid has been divided into east/west and north/south directions, give a few examples of distances in each direction. Now you are ready for the main activity.

1. Make the classroom into a grid by dividing the desks into equal rows. Label rows in one direction as parallels of latitude and rows in the other direction as meridians of longitude. Label the prime meridian and the equator, then number off in each direction.
2. Line up students along the wall on either side of the room. Call out a location on the grid and ask a student to go sit in that seat. Repeat the procedure until each student has had an opportunity to find a location.
3. This last part can be used the following day to expand on the concepts of latitude and longitude. Have students draw a 6, 12, 18, 24 square grid on unruled paper. Label the streets that divide east from west and north from south. Now label those two streets as the equator and prime meridian. Number and label the adjacent streets. Then have students locate sites by hemispheres, directions, and degrees.

This activity will take one or two class periods with a group of 25 to 30.

DEFINITION BOOKLET

Make a list of geography terms to define. Instruct the students to make a geography booklet by drawing a sketch of the meaning of the word, labeling it correctly, and writing its definition below.

FUTURE WORLD

On a duplicating master or a large sheet of butcher paper draw an imaginary continent divided into five countries, with an island country nearby. Draw in mountain ranges, rivers, deserts, and other geographical features. Divide the class into six groups and assign each group one of the countries. The group decides on a name for their country, the location and names of five cities and towns, and the names of the geographical features in their country. The group who has the source of a river in their country gets to name that river. Students must state the reasons for the location of their cities and towns (by a river for transportation, etc.). As a final assignment, have each group make up ten laws for their country for the year 2100.

PICTURE MAP - CENTRAL AMERICA

For this activity you will need typing paper (letter or legal size) and handout maps of Central America for tracing. After brainstorming, use ideas and encyclopedias to find items to draw on the map. Have the students trace the map of Central America and at the left edge of the map write in block letters CENTRAL AMERICA, then draw at least eight pictures on the map. Each country should be colored differently so that students realize there are twelve countries in Central America. Pictures and block lettering should be colored.

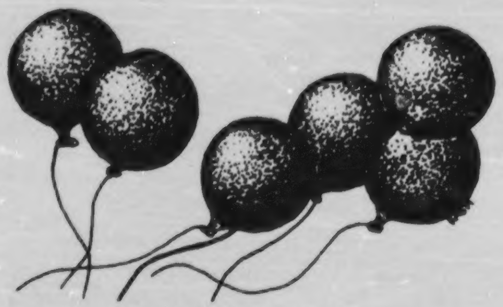
CENTRAL
AMERICA

COLLAGE OF CLIMATE ZONE

For this activity each student will need a 12" x 18" sheet of oak tag, a ruler, scissors, glue, colored construction paper, colored pencils, and magazine pictures from home.

Assign each student a climate zone (Tropical, Temperate, Polar). After brainstorming with the class, ask students to bring to class magazine pictures that relate to their assigned climate zone. Have them cut out pictures and arrange them so that they form one artistic picture. This picture is glued onto the oak tag. At least one picture or design should be the student's own creation. Words that relate to the climate zone can be cut from construction paper and glued over and around the picture. The name of the zone should be included with these words.

This activity would come after a study of climate zones. It could be one means of evaluation.



BALLOON MESSAGES

Send up helium-filled balloons with each student's name and school address in a plastic bag tied to the end of a string. Include a message asking the finder to write to the school so that all can enjoy the excitement, as well as lessons on map directions, location, distance traveled, etc.

MAP LEGENDS

When studying map legends, have the students draw an imaginary map of a city and make up their own legend key. A creative story or paper may be assigned to this project.

INTRODUCTORY

For this activity you will need a large world political map, newspapers, and magazines. Have students bring news items about countries and cities around the world, then discuss their articles in class and have them post their articles on the world map. Try to cover as many countries as possible.

TRACING

Use desk copies of world, state, national, and regional maps. Have students trace maps to teach them to recognize countries and other features by their shape.

PRODUCT LOCATION

Have students bring in labels showing where products were made, grown, packaged, etc. Display the labels around a map on the bulletin board and have students pin lengths of yarn from the labels to the products' place of origin on the map. Discuss how the geography and climate in the various areas relate to the products produced there.

PICTURE DEFINITIONS

Show an example of a geography definition by cutting from magazines pictures of the word being defined. Write the geography definition under the picture after pasting it onto paper to make a booklet.

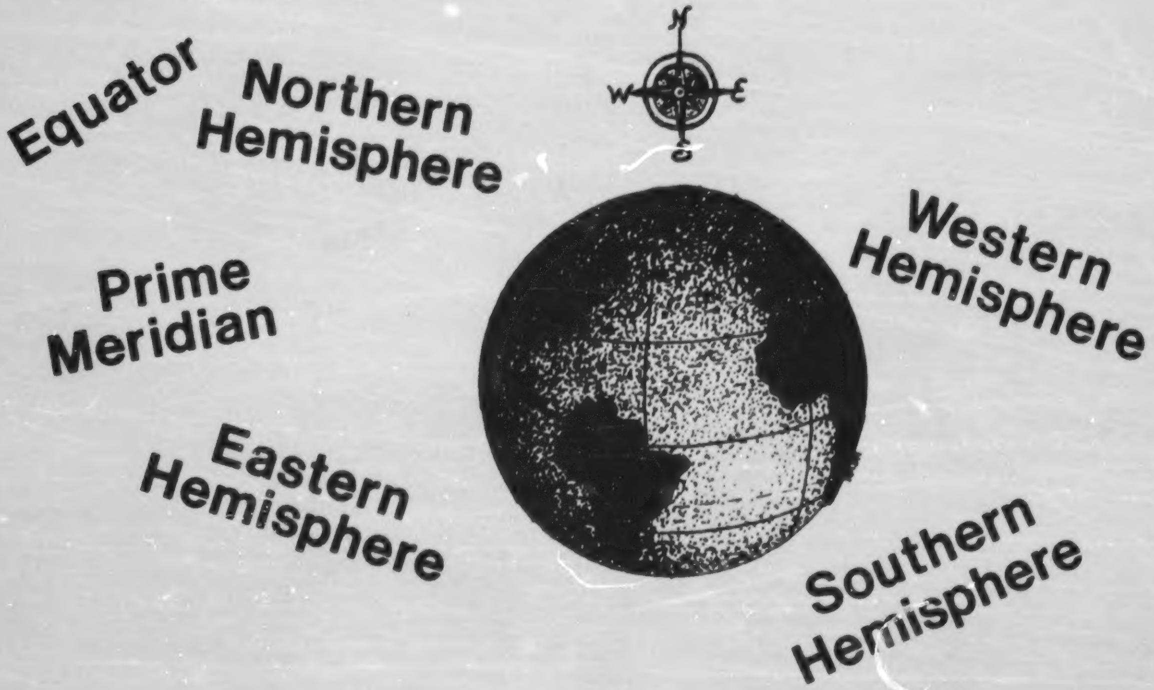
LEARNING DIRECTIONS

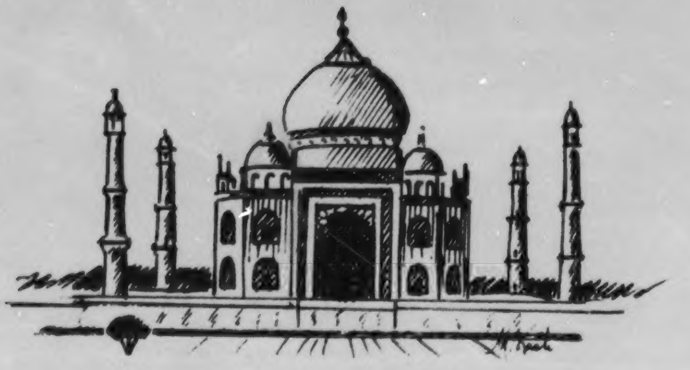
Use this activity to help students learn the equator, prime meridian, hemispheres, and quadrants of the globe--southeast, northeast, southwest, and northwest.

Divide the room into four equal parts by using two main aisles. Label the east-west aisle the equator, the north-south aisle the prime meridian. Arrange seating so that students face north.

To begin, have students respond to roll by saying, "I'm north of the equator, east of the prime meridian." When they're sure of themselves at this, change instructions to "I'm in the northern hemisphere and the eastern hemisphere." Then change to "I'm in the northeastern quadrant." Change individual seats often so that students can respond from various locations.

Sitting facing north is advantageous because flat maps will then lie with the directions properly located--top of map north, bottom of map south, right edge east, left edge west.


N
W
E
S
Equator
Northern Hemisphere
Western Hemisphere
Prime Meridian
Eastern Hemisphere
Southern Hemisphere



"OH, THAT'S IN ____________!"

This is a simple matching activity in which the students must match a well-known landmark or area with its location. Examples are provided below:

	LANDMARK		PLACE
1.	Sphinx	A.	New York City
2.	Parthenon	B.	Massachusetts
3.	Colosseum	C.	Argentina
4.	Pantheon	D.	Athens
5.	Leaning Tower	E.	Rome
6.	Kremlin	F.	New York City
7.	Alhambra	G.	Vatican
8.	Westminster Abbey	H.	Moscow
9.	Duomo	I.	Pisa
10.	Sistine Chapel	J.	Rome
11.	Pampas	K.	Paris
12.	Timbuktu	L.	Egypt
13.	Everglades	M.	Chicago
14.	Eiffel Tower	N.	Florence
15.	Taj Mahal	O.	Agra, India
16.	Angkhor Wat	P.	London
17.	Rockefeller Center	Q.	Mali
18.	Louvre	R.	Florida
19.	Brookfield Zoo	S.	Granada
20.	Fire Island	T.	Cambodia
21.	Independence Hall	U.	Paris
22.	Walden Pond	V.	Philadelphia

ALPHABET GEOGRAPHY

To enable students to associate letters of the alphabet with geographical features, show a card with a letter on it. Tell the students whether you want a country, river, mountain, etc. The first team to call out an answer is given the card. The teacher counts the cards at the end to determine the winner. Example letters used with their categories and an answer are as follows:

A - mountain: Alps
E - country: Ethiopia
B - sea: Baltic
C - city: Cairo
H - mountain: Himalayas
N - river: Nile
P - city: Paris
M - city: Madrid
J - country: Japan
S - city: Seoul
D - river: Danube
T - country: Turkey
T - river: Thames

M - sea: Mediterranean
P - country: Peru
C - sea: Caribbean
L - country: Liberia
S - desert: Sahara
R - river: Rhine
A - country: Austria
C - island: Cyprus
M - country: Mexico
L - city: London
S - river: Seine
V - river: Volga
F - country: France

GOVERNMENT AND CIVICS

FAVORABLE BALANCE OF TRADE

Divide students into three groups. Briefly explain that a favorable balance of trade refers to a country's ability to export more than it imports. Give the name of a fictitious country to each group. Ask each group to think of five items that they would like to sell to the other two countries. These should be items they think the people in the other countries couldn't live without. List the items (soft drinks, stereos, mikes, jeans, etc.), then allow each country to regroup and select the items they want to buy from other countries. There is no limit on the number of items. As each country selects its items, put an "E" (for "export") on the item. Count the number of items each country will be exporting and importing to see which country has a favorable balance of trade.

If two countries export the same item, show how a protective tariff on this item could protect each country's domestic market. Point out that if a country exporting little or nothing must find a market for this product, opening relations with another country could help this cause.

EXAMPLE:

Country A[1]

Exports - 6

jeans	EE
boots	
mikes	E
stereos	E
soft drinks	EE

Import - 4

- candy
- combs
- steaks
- movies

Country B[2]

Exports - 4

candy	E
T-shirts	E
televisions	E
sports cars	*
steaks	E

Import - 6

- soft drinks
- mikes
- jeans
- trucks
- records
- combs

Country B[3]

Exports - 5

records	E
movies	E
oil	
trucks	E
combs	EE

Import - 5

- soft drinks
- televisions
- T-shirts
- stereos
- jeans

* Protective tariff
[1] Favorable balance
[2] Unfavorable balance
[3] Equal balance

PROPAGANDA

Have students collect newspaper or magazine articles depicting various forms of propaganda from the advertising world, politicians, government, and other countries. Discuss the use of propaganda and how it influences our daily lives.

IMPLIED POWERS[1]

Help students with the meaning of "implied powers," using an example from their lives. "When your parent says you can go to a school basketball game on Wednesday night, what other rights and privileges do you expect that permission to include?" Discussion may include such topics as companions, transportation, other destinations (e.g., a pizza place), hour of return. Explain that these extras are implied, from previous experience with parental permissions.

After the above discussion, read Clause 18, Section 8, of Article 2 of the Constitution of the United States. Have students find articles that show that the Constitution has been stretched to fit a need of the people today. Ask students: Which of the actual delegated powers was "stretched" in the articles they found?

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STUDENT BULLETIN BOARD

Before starting this assignment, discuss three types of governments--totalitarian, authoritarian, and democratic. Assign group research on the following countries: United States, Libya, Mexico, Canada, Peru, Iran, Turkey, Italy.

Give each group a 5" x 8" card on which to write their country's name and leader. Place a line on the bulletin board and label it as shown. Have each group place their card under the heading that describes their country's type of government.

/ Totalitarian / Authoritarian / Democratic /

COWBELL REVIEW

For this activity you need a cowbell to hang within reach of students. Form four groups by numbering off (six to eight per group). Number students in each group (1, 2, 3, etc.). Have all students with the same number go to the chalkboard. Then ask questions from the unit just concluded. Students must write an answer correctly, then race to ring the bell. The first one to answer correctly and ring the bell wins a point for his/her group.

Students enjoy this type of "fun" review and work off some excess energy as well!

WHAT IS FREEDOM?

Have students write a one-page essay on the following quotation: "Because this is a free country, the two most important words in our language are 'freedom' and 'discipline.'"

This quote is from a commencement address given by Dwight E. Sargent at Butler University.

ORIGINS OF OUR RIGHTS[1]

Give each student a copy of the Bill of Rights. Have students match the protections of rights in the Bill of Rights with the grievances in the Declaration of Independence. Identify the source of the rights, pushing the discussion beyond the documents themselves to how these documents came about. How does the first paragraph of the Declaration of Independence help in determining the source of these rights? Compare the presumed rights of the Declaration of Independence and the Constitution, including the Bill of Rights.

JUVENILE TREATMENT[2]

Have the class make a comparison of the treatment of a juvenile delinquent and an adult criminal in our legal system using the following chart. (A student committee might interview a family court judge or a probation officer to get help for the class in completing the chart.)

	Juvenile Delinquent	Adult Criminal
Court Jurisdiction		
Trial Procedures		
Possible Sentences for Similar Crimes		

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[2] Ibid.

CONSTITUTIONAL EXPERTS

Use the Constitution in the back of your government book for this activity. Working in groups of two or three, students will answer questions from the Constitution. They will cite exact answers as well as quoting the exact article, section, and clause that provided the answer. Students generally start this activity slowly, then get excited as they realize that they, too, can become "Constitutional Experts."

Worksheet for Study of the Constitution

1. List one of the three branches of government.
2. List another of the three branches of government.
3. List another of the three branches of government.
4. How often must a national census be taken?
5. How long is the term of office for a senator?
6. Must the president be a natural-born citizen?
7. Waging war against our nation or helping its enemies is known as ______.
8. Amendments to the Constitution may be proposed by a ______ vote of each house of Congress.
9. Which amendment sets up a two-term limit for president?
10. The president's refusal to sign a bill is a ______.
11. The number of representatives from each state is based on ______.
12. A veto may be overcome by a ______ vote of both houses.
13. The president has power to make treaties, provided that the ______ approves.
14. What is the length of term for the president?
15. Amendments must be approved by ______ of the states.
16. Which amendment gives women the right to vote?
17. How may the president be removed from office?
18. What is the highest court in our land?
19. Slavery was abolished by the ______ amendment.

20 Where must revenue bills originate?

21. At least how old must the president be?
22. Which amendment taxes personal income?

23. How many senators does each state have?
24. Who is the presiding officer of the senate?
25. At least how old must a representative be?
26. How long is the term of office for a representative?
27. At least how old must a senator be?
28. Which house has the power of impeachment?
29. Which house holds the trial on impeachment?

Mark E if a power of the Executive Department, L if a power of the Legislative Department, J if a power of the Judicial Department.

30. Levy and collect taxes
31. Interpret laws
32. Declare war
33. Amend the Constitution
34. Grant pardons
35. Report on the state of the Union
36. Establish post offices
37. Impeach officials

Answer True or False to the following.

38. The right of citizens to keep weapons is guaranteed.
39. New states are admitted to the Union by Congress.
40. Federal judges hold office for life unless impeached and convicted.
41. A president may serve for three terms.
42. The Speaker of the House is commander-in-chief of the armed forces.
43. An accused person is entitled to a speedy trial.
44. Religion is a qualification for public officials.
45. Congress has the power to declare war.
46. The president pro tempore of the Senate is the vice-president of the United States.
47. The Constitution, laws, and treaties of the United States are the supreme law of our land.

BASIC AMERICAN VALUES[1]

Using newspapers, magazines, and television experiences as sources, the class can develop a list of values that may be considered basic to American democratic society. The following list may be reviewed and edited by the class in developing a class list: intelligence; loyalty; dignity; freedom; opportunity; love; education; family; privacy; justice; work; patriotism; money; individuality; competition; ambition; efficiency; responsibility; creativity. Each student may then rank these values against each other by placing each on a continuum. In this exercise stress importance to American society, not to the individual student.

How Important to the American People

Very Important	Important	Not Very Important	Unimportant

From the student continuums, make a single class continuum. Assign students to committees representing each of the following groups of institutions: religious; social; educational; economic; political. Have them list several examples of institutions in their assigned category. Each committee can review the values listed as "very important" and "important" on the class continuum. Identify those which are taught by institutions within the committee's grouping. List how each is taught. Note: The reverse assignment, that is, identifying the "not very important" and "unimportant" values within the committee's institutions' jurisdictions and how they are taught, can be a very revealing activity in terms of the values attached to each of these institutions by the public. This can, however, be an emotion-laden topic for discussion.

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STOCK MARKET

For this activity you will need a daily newspaper. Divide the class into groups of no more than three students. (The activity is best when done individually.) Allow ten to fifteen minutes per day for approximately two to three weeks. Each student is allowed to spend $10,000 in imaginary money on stock. During the first purchase they must invest in three stocks. After the first day they can sell and re-invest in one stock. Have one or two selling days for every week you watch the stocks in the newspaper. Students are graded on ability to compute stock market changes, not on the money made. Bonus points are given if they do show a profit.

Before starting the project you might have a stockbroker visit with the class so that questions can be answered to help the students understand a little about how the stock market works.

M.K., INC.
STOCK CERTIFICATE

DISCRIMINATION ESSAY

Have each student write a one-page essay describing an incident in his/her life in which he/she was discriminated against because of race, sex, or age.

In the next class period let some students share their essays only if they desire to do so; or read a few without identifying the author.

WHY RULES?[1]

Have a few students deliberately break the classroom rules and procedures. Ignore the infractions until others in class begin to object. Discuss the need for rules and order.

Have students make a script and tape it about "The Day There Were No School Rules." Have the class listen to it and make a list of all the problems shown to occur. Would they want to be in that atmosphere? What problems do they feel would occur? Is it possible to have order without specific rules?

The class may then participate in a game called "The Circle Game." Hand out a blank piece of paper and pencil to each student and tell the students they are going to play "The Circle Game." Tell students when to begin. When students ask how to play the game, raise questions concerning why they think such information is necessary, why rules are needed. Let students propose rules to play the game. Have the class play the game and note the degree to which the devised rules either facilitated, restricted, or regulated their performance, or failed to do so. At the conclusion of this part of the activity, the students should be able to identify or explain the source of the rules (themselves) and the major purpose of the rules (to be able to play the game).

RULES[2]

Have students keep a log of their actions during a 24-hour period, recording each instance when they follow a rule or law or violate one. (Home, school, and community.) For each action have them write down why they followed or obeyed the law. For each rule or law they either followed or obeyed, have them tell whether or not they feel it is a necessary rule or law and why or why not.

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[2] Ibid.

PREAMBLE STUDY

To transfer and/or apply their findings to the source of government and to identify the main purpose of government in a democratic society, have the class examine the preamble to both the federal and state constitutions as presented below.

PREAMBLES

Preamble to Constitution of the United States (September, 1787)

> *We the people of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.*

Preamble to Oklahoma State Constitution (November 16, 1907)

> *Invoking the guidance of Almighty God, in order to secure and perpetuate the blessing of liberty, to secure just and rightful government; to promote our mutual welfare and happiness, we, the people of the State of Oklahoma, do ordain and establish this Constitution.*

Have each student identify the six goals specifically listed in the federal preamble. Each may be placed on a separate sheet of newsprint. In five small groups, have students, using dictionaries and other references, work out the meaning of a specific goal. The explanation can be placed on the sheet of newsprint. Have students read the state preamble and identify the goal. A marker can be used to indicate the goal in the federal preamble that most closely resembles it. Discuss whether the state's general goal could include all of the other goals of the federal preamble.

DISCRIMINATION[1]

Without informing the class in any way that you are doing so, divide the class into two groups that you can easily distinguish: blondes and redheads vs. brunettes; those wearing glasses vs. contact lenses and no eye corrections; first names or surnames ending with a vowel. Do not use sex or color as the criterion. The groups need not be equal, but the smaller group should not be less than one-third of the class.

Choose one of the groups against which you will discriminate. Strictly enforce every rule with members of the group, while not holding other group members accountable. Continue this until someone in the class realizes what is happening and begins to question. At first ignore it and continue until more students begin to become upset, and then stop the lesson to discuss what was happening. Allow enough time to discuss this before the class period ends. Consider the following:

1. Ask students what was being done.
2. Have students from each group tell how they felt by the way they were treated.
3. What made the discriminated group feel most uncomfortable?
4. Did any of the students do something to punish the teacher for the discrimination? If so, what?
5. How does this feeling apply to situations in which minority groups are discriminated against?

COLLAGE

Have students bring magazines to class. Tell them to make a collage by cutting out pictures that come to mind when the word "government" is heard.

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RIGHTS AND RESPONSIBILITIES

Have students complete the following chart.

Rights	What Are Your Responsibilities?
1. To Free Speech or Expression	
2. To Assemble or Demonstrate	
3. To Bear Arms	
4. To Privacy	
5. To Practice Your Beliefs or Religion	
6. To Vote	
7. To Your Own Opinions	
8. To Have a (Fair) Hearing	
9. To Have an Education or to Learn	

LAWS ON NATIVE AMERICANS[1]

The American government's policy regarding the Native American has undergone many changes. Below is a list of laws that have been passed regarding the Native American. Divide the class into groups and have them research each of the laws to answer the following questions:

1. What was the intent of the law? Did it achieve what the lawmakers and citizens were led to believe?
2. What groups most influenced the passing of the law?
3. Were the views of the Native American considered in the decision-making processes?
4. Give examples of specific cases in which the policy helped or hindered the Native American.

The Laws

1. Dawes Act, 1887 (General Allotment Act)
2. Citizenship Act, 1924
3. Reorganization Act, 1934 (Wheeler-Howard Act)
4. Resolution 108, 1953 (Termination Policy)

Using the information gathered, have each group prepare a debate for the rest of the class pro and con the particular law they researched. Have the class tell what additional information they would want to know before deciding about the policy.

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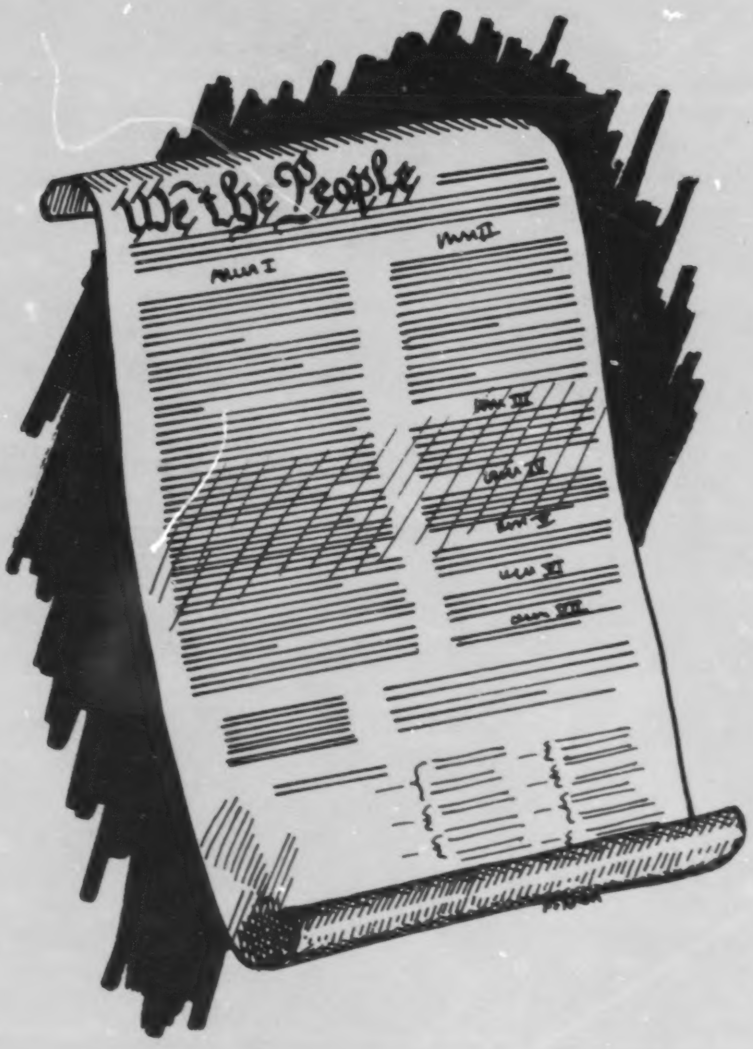
WRITING OUR CONSTITUTION

For this activity you will need copies of the Constitution and Articles of Confederation. Use this activity before the Constitution is discussed. Ask each student to make a list of five provisions that should be included in the basic principles of a government. Let the students pretend that they are writing these for a new government. When they have finished, have two students tally the results and write them on the chalkboard. Discuss the students' choices, and then compare them to the provisions the founding fathers placed in our Constitution.



OKLAHOMA HISTORY

SENATE HEARING - THE CHEROKEE REMOVAL

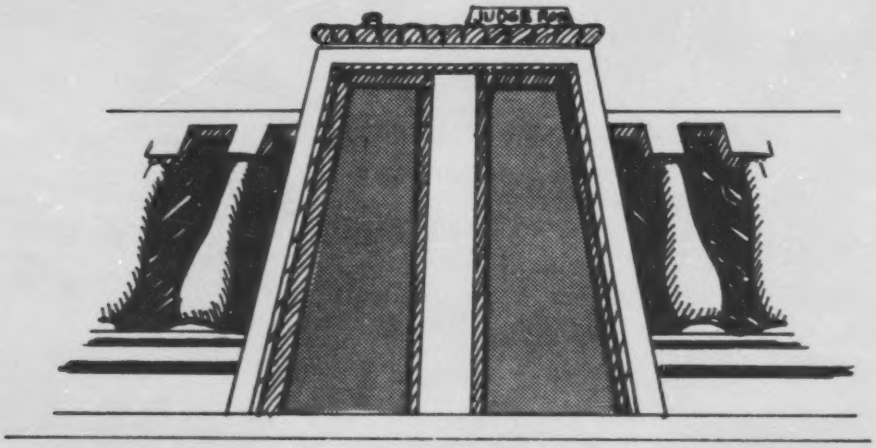
This activity should follow your study of the Cherokee removal so that the class has an understanding of the main controversies and events. Allow two to five days of preparation time, depending on how much material is available, and at least one day for the hearing and follow-up. Divide the class into teams of three to five students. Prepare group identification cards for the following groups: senate panel, full-blood Cherokees, mixed-blood Cherokees, President Jackson and aides, Governor of Georgia and aide, citizens of Georgia.

A United States Senate committee or panel is investigating the controversial matter of removing the Cherokee tribe to west of the Mississippi.

The senators - Before calling the hearing to order, the senators must write possible solutions and a lengthy list of questions. Each group is called as witnesses to hear different options or solutions. Senators ask the questions and may recall witnesses, if necessary.

The witness team - The witnesses prepare an opening statement of one to three minutes to state their opinion. They make preparations to answer questions from the viewpoint of the people they role-play.

At the next class the senators return with their recommendation to the Senate. The hearing could be videotaped.



WORD FIND--FIVE CIVILIZED TRIBES

Have students find in the following puzzle the names of the Five Civilized Tribes and the capitals they established after they moved to Indian Territory. The names may be spelled forward, backward, up and down, and diagonally.

X	Y	T	R	B	O	J	L	P	Q	Z	B	M	W	S	W	V	G
P	Y	A	T	Q	F	A	K	T	E	L	O	N	I	M	E	S	P
I	J	H	X	V	G	K	R	Z	C	H	O	C	T	A	W	X	C
Z	N	L	Y	G	H	S	F	K	L	X	B	V	Z	Z	O	V	C
D	B	E	H	L	M	V	B	X	C	Z	A	Q	L	K	K	D	S
A	D	Q	J	G	S	L	T	U	S	K	A	H	O	M	A	M	Y
T	O	U	M	B	C	S	F	R	W	E	D	M	J	U	V	Q	Z
M	O	A	V	E	I	O	L	K	H	S	B	H	A	Z	Z	M	L
M	C	H	E	R	O	K	E	E	M	H	G	H	K	J	L	E	P
I	O	W	Q	S	J	M	I	T	R	W	V	V	D	S	X	M	I
X	V	Z	B	D	P	U	J	W	Q	A	B	V	M	D	I	U	X
M	K	H	W	Q	H	L	B	W	A	S	Q	Z	M	C	X	Y	U
N	H	J	R	T	U	G	I	Y	Q	A	V	M	G	H	J	Y	W
C	M	J	E	C	R	E	E	K	I	K	D	J	V	Q	Z	Y	X
Z	A	U	Q	P	U	E	M	Q	X	C	B	V	H	Y	R	I	L
V	M	J	E	Y	Q	A	R	I	Q	I	M	T	E	I	O	P	R
M	T	R	V	E	P	Q	T	I	S	H	O	M	I	N	G	O	X
K	L	E	D	F	G	S	X	X	S	C	M	B	T	G	Q	V	K

TIMELINE OF INDIAN REMOVAL

For this activity each student will need a sheet of 8 1/2" x 14" white paper, colored pencils, and a ruler.

Have students draw a vertical line down the middle of the paper. Then have them make a short diagonal line every one-half inch along the vertical line and number the diagonal lines consecutively from 1815 to 1841. Next have them use a different colored pencil for each of the Five Civilized Tribes and write the following treaties on the chart, using the color for the tribe that signed the treaty. Remind the students to include a key that shows each tribe and the color that represents it. A suggested color key is: Cherokee - blue, Choctaw - green, Creek - purple, Seminole - red, Chickasaw - brown.

Treaties

Treaty of 1817 - Cherokee
Treaty of Doak's Stand - 1820 - Choctaw
Treaty of Indian Springs - 1825 - Chickasaw
First Treaty of Washington - 1826 - Creek
Treaty of Dancing Rabbit Creek - 1830 - Choctaw
Treaty of Payne's Landing - 1832 - Seminole
Second Treaty of Washington - 1832 - Creek
Treaty of Pontotoc - 1832 - Chickasaw
Treaty of Ft. Gibson - 1833 - Seminole
Treaty of New Echota - 1835 - Cherokee
Treaty of Doaksville - 1837 - Chickasaw/Choctaw

Also include:

Choctaw Trail of Tears	1831-1834
Cherokee Trail of Tears	1838-1839

INDIAN LEADERS WORD SCRAMBLE

This activity can be used as a motivational exercise for a unit on the Five Civilized Tribes and their removal.

Have students unscramble the following names of famous Indian leaders. Have them see whether they can locate the one name that is the name of an American leader.

1.	Thpahumaas	Pushmataha
2.	Hmotosinig	Tishomingo
3.	Nokascj	Jackson
4.	Htolopayahole	Opothleyahola
5.	Hmoctins	McIntosh
6.	Ocsaleo	Osceola
7.	Sosr	Ross
8.	Yesaquoh	Sequoyah
9.	Hmecesut	Tecumseh
10.	Horeptp	Prophet

ADVERTISING POSTER - RUN OF 1889

Ask the students to draw on a sheet of legal-size paper a poster advertising the run of April 22, 1889. Students can draw a poster advertising the free land, a store where one could obtain supplies for the run, a store renting wagons, or trains running next to the free land. Less specific instructions allow students to be more creative and imaginative.

OKLAHOMA ROAD MAP GAME

Each student should have an Oklahoma road map (these can be obtained from the Oklahoma Department of Tourism). The first student locates a town or city in Oklahoma and then tells another student the name of the town or city. The second student has 60 seconds to locate the city on the map. If that student finds the city in 60 seconds, he or she gets a point. If the second student fails to locate the city, the first student gets a point. The second student then locates a city and tells the next student the name of the city. Play continues until each student has both given a city and looked for a city.

LETTER WRITING - A TRAIL OF TEARS

Read aloud eyewitness accounts of Indian removals. A good source is Dale and Rader's Readings in Oklahoma History. Discuss the removals of the Cherokees and Creeks, then have the students write a letter as if they were a Cherokee or a soldier participating in the Trail of Tears. This letter will be written to someone who is not on the Trail of Tears.

CATEGORY QUIZ

On 4" x 6" flash cards place the important people, events, places, and vocabulary words of a unit. Put the cards into envelopes labeled for each of these categories and place the envelopes on a bulletin board in the room. Have each row of students select one representative to be that row's spokesperson. Each representative selects a card from one of the categories. If the student correctly identifies the person, event, place, or vocabulary word, that student's row gets a point. (Students should select only one card from one category at a time.) If the student gives an incorrect response, that row does not get a point. Play continues until the end of the period or until all the cards are used. The row accumulating the most points receives those points as extra credit.

OKLAHOMA CHALLENGE

Have students match the following Oklahoma place-names with the clues below. Some may only be dots on a map and some may not even be on most maps, but they are all places in Oklahoma.

1. If a Mexican told you the name of this town, you would know he/she was thirsty. ____________________
2. This town is the beginning for the Greeks. ____________________
3. You'll run into this town in France. ____________________
4. Noah could tell you the name of this town. ____________________
5. There was a song about this place asking it to come back home. ____________________
6. Lots of trouble in this place. ____________________
7. All parents hope their children will be like this town. __________
8. Bananas come in this town. ____________________
9. This town has its picture on a Greek postage stamp. __________
10. The only things like this town in this country are in the air. ____________________
11. You have likely walked on this town. ____________________
12. If you have this place in your pocket you are not broke. __________
13. This town knocked out a lot of others. ____________________
14. You'd be a mile high if you were in this town. ____________________
15. You'd be in a pickle if you were in this town. ____________________
16. Lots of people ride around in this town. ____________________
17. This town will answer you, but actually there won't be anybody there. ____________________
18. If you write shorthand, you'll know this place. ____________________
19. If you travel much, you likely have stayed in this town. __________
20. No ball player can ever get enough of this town. ____________________
21. Many a ball game has been lost because the team didn't have this town with them. ____________________
22. If you walk like this town, you are likely to get in trouble. __________
23. Lots of people try to keep up with this town.____________________

24. The South loves this town. ____________________

25. Tell a Mexican he is like this town and you'll have a fight on your hands. ____________________

26. Many people are very successful operating like this town. __________

27. People in love think they are in this town. ____________________

28. You will see this place at a fair. ____________________

29. Better go to Germany before you try to use this town. __________

30. You can see this town, but it does not actually exist. __________

This list may be helpful in answering the above questions.

a. Jones
b. Jay
c. Aqua
d. Cement
e. Bright
f. Enfield
g. Bunch
h. Dill
i. Midway
j. Echo
k. Homer
l. Coin
m. Dodge
n. Lyons
o. Dempsey
p. Bryon
q. Denver
r. Lone Wolf
s. Loco
t. Berlin
u. Loveland
v. Mirage
w. Bailey
x. Hilton
y. Mark
z. Lee
aa. Alpha
bb. Castle
cc. Ark
dd. Gregg

Answer Key: 1-c, 2-aa, 3-n, 4-cc, 5-w, 6-t, 7-e, 8-g, 9-p, 10-bb, 11-d, 12-l, 13-o, 14-q, 15-h, 16-m, 17-j, 18-dd, 19-x, 20-k, 21-f, 22-b, 23-a, 24-z, 25-s, 26-r, 27-u, 28-i, 29-y, 30-v.

WORD SEARCH--OKLAHOMA GOVERNMENT

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H A G I M F E B I Y A W O L L O H K Z O V N A C H B D F
A J S B E A U T L L T N E M H C A E P M I K I A J K O E
B C N L E A R M J K J K H L R R E K U N E J H A B I C O
E M A P V S C L O A A L A I C I D U J H R R V N O W N G
A U C N I K T R A Q E C S J O U R E S E O T T P N T A D
S O I V T T S V N N O R K B A K L R R B G T E N E D I A
C A L Y A P Y U W H D J E T Y E O I E T E E L A D G N G
O Z B C L K R N T E R O L V C N D R M G N L E E R D A R
R D U E S B L O D N R O L T R R T E M O A T T N Y Y L E
P F P R I Q O T E H G I N E O L E I M E S R A Y R K K G
U N E H G A M S E K J N V I O S S L K M I A R A M W X E
S O R J E I R N Y L T O M W I M L E A T E B R R E A U N
P S P I L L I H P O G E E V A E N I T I L O P R S L L O
G D E T A R C O M E D N O O B A L B E I T A A U A T K I
O N O K M J L J E K S I L U S L A E T O V T C M I O U T
Z O P I A O L A Y I Y N S E I N S N E I W T A H S N K A
E M A R L P E D G C Y R C W W S O V E C U R C M B G A R
T D N S S E A I C R I O A N O T N S E C E E S W I H H T
T E A U I R P P A R T L T G A T O P T R C C M T A S Y S
B U O G G N S I T E S C I T I L O P I R M O E L E B N I
O S E N E A E S W A L F A V O R J S C N E U L H E W O N
N L E R L A L L T U R N E R R A D E C G I B R A I A M I
T B O C C A H E R R A H E V T R A I E P I R O S H S D M
V B L U E L A W S S S L Y A R R U M J O T T P R U C E D
S M Y F K A T P E I P K A A Y R M I M Y R M R U P P O A
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1. Administration
2. Bartlett
3. Bellmon
4. Big Cedar
5. Bone Dry
6. Boren
7. Blue Laws
8. Cruce
9. Elect
10. Gary
11. Gore
12. Governor
13. Edmondson
14. Wm. H. Murray
15. Haskell
16. Robert L. Owens
17. Williams
18. Robertson
19. Walton
20. Trapp
21. Johnston
22. Holloway
23. Marland
24. Phillips
25. Kerr
26. Turner
27. J. Murray
28. Nigh
29. Hall
30. Legislative
31. Judicial
32. Ku Klux Klan
33. Democrat
34. Republicans
35. Impeachment
36. Walton
37. Vote
38. Laws
39. Politics
40. Habeas Corpus

MAP PROJECT--CIVIL WAR IN OKLAHOMA

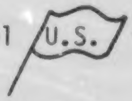
Provide each student with an 8" x 14" outline map of Oklahoma. Have students label and draw in the following:

Rivers

a. North Fork
b. Washita
c. South Canadian
d. North Canadian
e. Cimarron
f. Arkansas
g. Verdigris
h. Grand
i. Kiamichi
j. Red

Assigned and Unassigned Lands - use color key

a. Public lands - Purple
b. Cherokee Strip - Orange
c. Cherokee - Green
d. Creek - Yellow
e. Seminole - Brown
f. Choctaw - Blue
g. Chickasaw - Red
h. Greer County - White
i. Leased District - Pink

Northern Forts - use the symbol 

to locate each

a. Fort Cobb
b. Fort Arbuckle
c. Fort Washita
d. Fort Gibson
e. Fort Wayne

Trace and label Colonel Emory's march to Kansas from Ft. Washita.

Other Forts - use a ☆ to locate each

a. Fort McCulloch
b. Cantonment Davis

Battlefields

a. Perryville
b. Round Mountain
c. Bird Creek
d. Chustenahlah
e. Cabin Creek

In Arkansas

a. Pea Ridge
b. Fort Smith

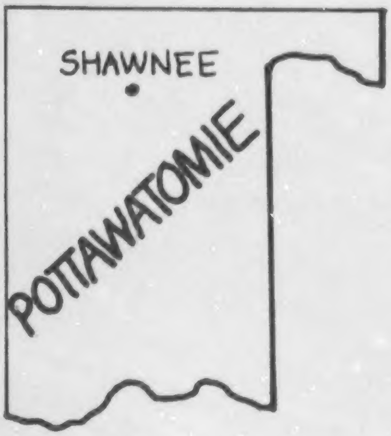
"HERITAGE" ASSIGNMENT

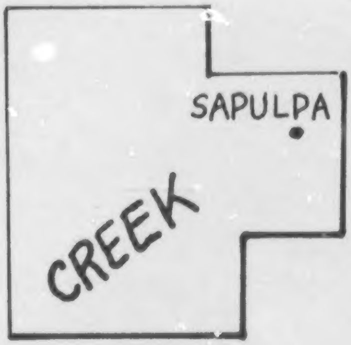
Have students interview a long-time resident about his/her life in Oklahoma and write a paper on the interview. Suggest topics such as the following to give the students ideas for directing the interviews: "How I Came to Settle in Oklahoma," "Jews in Oklahoma," "Blacks in Oklahoma," "The Polish in Oklahoma," "Czechs in Oklahoma," "My House's Interesting History," "The Pony Express Stopped Near My House," "Pretty Boy Floyd Hid Near My House," "Pretty Boy Floyd Hid Near My Father's House," "My Oil Well," "My Own Indian Burial Ground."

COUNTY SEAT MATCH

For this activity you will need 77 book pockets (ask the school librarian for these), three or four large sheets of poster board, and 77 strips of paper to fit into the book pockets.

To reinforce the learning of Oklahoma counties and county seats, make the following chart. Paste 77 library book pockets onto the poster board. Draw an outline of a county and write its name on each book pocket. On 77 strips of paper write the names of the county seats. Have students match the county seat to the county by putting the strip of paper into the corresponding book pocket. You could also use this activity with state parks and museums.





TERRITORIAL GOVERNORS

Have students find in the following puzzle the names of seven governors of Territorial Oklahoma. The names may be spelled forward, backward, up and down, and diagonally.

X	S	O	T	R	E	V	B
T	T	T	O	P	R	X	A
X	O	E	E	K	R	O	R
P	S	A	T	E	B	F	N
Q	E	Y	R	K	L	I	E
O	A	Y	Q	I	T	E	S
W	Y	J	E	K	L	O	Q
Z	V	E	X	K	N	O	X
R	E	N	F	R	O	W	T
O	Y	K	X	Z	S	O	N
S	V	I	N	X	U	M	M
Y	T	N	S	P	G	H	J
T	Q	S	G	H	R	P	X
Y	P	U	M	B	E	F	D
J	A	N	P	O	F	U	G
X	C	V	B	N	M	Z	A
Y	F	R	A	N	T	Z	O

VACATION IN OKLAHOMA

Have the students use articles from a newspaper to plan a vacation in Oklahoma for their family.

OKLAHOMA BINGO

For this activity you will need blank 25-square bingo cards, pull slips with written definitions of terms, a container for the pull slips, and cardboard markers.

Write the terms on the chalkboard. Have students write any 24 on their cards with a free space in the middle. Play this game as ordinary bingo. Draw the pull slips. Students will cover the term on their cards if it corresponds to the definition called out on the pull slip. The first student to cover up a row (vertical, horizontal, or diagonal) calls out "Bingo," then reads off the items in the row to make sure they are correct.

Write the following terms on the bingo cards:

Sequoyah
Okmulgee
Big Pasture
Governor Steele
Patrick Hurley
Spiro
Wewoka
John Ross
Oklahoma War Chief
Black Kettle
Apache
Allen Wright
Park Hill
Pemmican
Carlisle

William H. Murray
Wrangler
Quahada
David L. Payne
Dancing Rabbit Creek
Tahlequah
Trail of Tears
Roosevelt
Major Ridge
Darlington
Cherokee Hills
Robertson
Union Mission
Pawnee Bill
Medicine Lodge

Guthrie
Cherokee Advocate
Geronimo
Cynthia Ann
Jesse Bushyhead
Unassigned Land
Elias Boudinot
Dawes Commission
Springer
Thomas Gore
Quivera
Opothleyahola
Chaps
Buffalo

Write the following on the pull slips (answers are in parentheses):

Quanah Parker's mother	(Cynthia Ann)
Invented Cherokee alphabet	(Sequoyah)
Indian Removal Treaty	(Dancing Rabbit Creek)
Newspaper printed in two languages	(Cherokee Advocate)
Secretary of War	(Patrick Hurley)
Territorial capital	(Guthrie)
President of Constitutional Convention	(William H. Murray)
Creek capital	(Okmulgee)
Lands reserved for Kiowa/Comanche	(Big Pasture)
Had charge of extra horses on a cattle drive	(Wrangler)
Last of the Plains Indians to surrender	(Quahada)
Cheyenne/Arapaho Agency	(Darlington)
In Indian language, their name meant "enemy"	(Apache)
Coronado explored Oklahoma looking for this city	(Quivera)
Thought up the name "Oklahoma"	(Allen Wright)
Great Creek chief	(Opothleyahola)
Oklahoma's blind senator	(Thomas Gore)
Location of Cherokee National Female Seminary	(Park Hill)
Government established first Indian school	(Carlisle)
First Protestant church in Oklahoma	(Union Mission)
Established a Baptist mission in the Cherokee Nation	(Jesse Bushyhead)
Indian chief at the Battle of the Washita	(Black Kettle)
Capital of Cherokee Nation	(Tahlequah)
First territory in Oklahoma opened to white settlement	(Unassigned Land)
Capital of Seminole Nation	(Wewoka)
Apache bad man	(Geronimo)
Stand Watie's brother	(Elias Boudinot)
Favorite hideouts for outlaws	(Cherokee Hills)
Most famous chief of Cherokees	(John Ross)
Signed the proclamation making Oklahoma a state	(Roosevelt)
Most famous archaeological dig in Oklahoma	(Spiro)
Persuaded Indians to accept land allotment in severalty	(Dawes Commission)

Only woman congressman from Oklahoma	(Robertson)
Ordered first census	(Governor Steele)
Assassinated as traitor	(Major Ridge)
Famous leader of the Boomers	(David L. Payne)
Mass movement of Indians to the Indian Country	(Trail of Tears)
Official paper of the Boomers	(Oklahoma War Chief)
Proposed bill that opened Oklahoma	(Springer)
For protection of cowboy's legs	(Chaps)
Indian dish of meat and wild cherries	(Pemmican)
Gordon Lillie's nickname	(Pawnee Bill)
American bison	(Buffalo)
Great place council gathering	(Medicine Lodge)

GUGGENHEIM ON OKLAHOMA

For this activity you will need a road map of Oklahoma for each student (these can be obtained from the Oklahoma Department of Tourism) and a list of resources on the Indian tribes, such as A Guide to the Indian Tribes of Oklahoma by Muriel Wright (Norman, OK: University of Oklahoma Press, 1951).

Prepare a Guggenheim (category chart) with items that correspond to the categories. Put the name of a city or county in Oklahoma in each of the blanks underneath the letters of "Oklahoma." The name should begin with the same letter as the letter underneath which it is placed. For the tribes, the students can list any Indian tribe whose name corresponds to the letter. For tribes beginning with "L," refer to Muriel Wright's book. Place the Guggenheim on the chalkboard and have students copy it on a sheet of paper. Sample:

	O	K	L	A	H	O	M	A
CITIES								
COUNTIES								
TRIBES								

OKLAHOMA CITIES

Have students complete each of the following sentences with the name of an Oklahoma town. The first sentence is completed as an example.

1. The river is pretty swift here, but when we get around the bend we'll be in Stillwater.
2. It's not so hard to paint the walls, but it's really a chore to paint the ________________.
3. There are only two girls living in this town. It's really a ________________.
4. The last five people who came in found the church so crowded that three of them had to sit on the floor, because there was room for only two in ________________.
5. He was able to play the cymbals okay, but he was kicked out of the rhythm section because he couldn't beat the ________________.
6. The trees obstruct the scenery right here, but over on the other side you get a ________________.
7. The food was terrible, but to be polite he tried to eat the whole meal. However, before he was halfway through he started ________.
8. Let's have a fish fry. I'll cook 'em if you'll ________________.
9. These doughnuts are nice and light--just right for ______________.
10. It's pretty rough along this trail. I'll lead the way and _______.
11. He knocked the chip off my shoulder, but I wasn't about to take ___ ____________________.
12. The camels were thirsty after four days in the desert, and it was terrible when they reached the oasis and found ________________.
13. He already owned 14,000 acres. I can't imagine why he felt he needed ________________.
14. Asked what he and his family did when the alarm clock went off, the Italian immigrant said, "________________________."
15. There's an old song about the girl who lived in an alley, and you'd be amazed if you could see what ______________________.
16. There's a long line at the bathroom door, but I'll be polite and wait until after ________________________.
17. I'll help you round up the chickens. From here I can spot five roosters, but this is the only ______________________.
18. On a date she consumed two hamburgers and two soft drinks and went to two movies, which used up all the money her date had. This left her with a ______________________.

19. He drilled sixteen dry holes before he came with a ______________.

20. "Ugh," said the Hollywood Indian. "You no savvy how to buildum fire in the woods, but ______________________."

21. The new printing press reproduced all of the colors faithfully, but didn't print the ________________________.

22. The boy ran barefoot across the rock pile, banged his foot on a stone, and yelled, "Oh, my __________________!"

23. The preacher said, "Now that I have a new steeple on the church, I could let people know when it's time for services if only __________________."

Answers:

2. Seiling
3. Boise City
4. Depew
5. Drumright
6. Fairview
7. Heavener
8. Ketchum
9. Duncan
10. Eufaula
11. Adair
12. Nowata
13. Mooreland
14. Wewoka
15. Sallisaw
16. Hugo
17. Hennessey
18. Broken Bow
19. Goodwell
20. Meno
21. Blackwell
22. Poteau
23. Idabel

TRIP AROUND OKLAHOMA

Ask students to take an imaginary 15-day trip around Oklahoma. Have them show all work in the form of a map, chart, graph, diagram, or picture. Ask them to present their work in a folder with a decorated cover.

General:

1. You must show in which three-week period you are traveling during this year.
2. You must visit all six of Oklahoma's "countries." Include a map of the countries.
3. You must visit at least five counties in each country.
4. Describe the weather for each week of your trip.
5. You must travel at least 25 miles of your trip by water.
6. Show a budget of your expenses.
7. Show a timetable of your trip.
8. Show the mileage for your trip.
9. Show all highways, roads, or any other routes you travel.
10. Include at least three brochures.
11. Include an index.

You must visit:

1. the state capitol building
2. the Oklahoma national park and national forest
3. at least one museum in each country
4. one state park in each country
5. one annual event held during the time of your visit
6. at least one battlefield
7. one cultural affair
8. one recognized mountain area
9. one former fort
10. one Indian powwow or dance
11. an area over 500 years old
12. one state university or college
13. one zoo
14. three places honoring a famous Oklahoman
15. an area representing an ethnic group other than Indian
16. headquarters of a national company
17. a sports event
18. a famous old church
19. a place honoring a former Oklahoma governor
20. an architectural landmark
21. one of the capitals of the Five Civilized Tribes

Places to write:

Oklahoma Department of Wildlife
Conservation
1801 North Lincoln Blvd.
Oklahoma City, OK 73105

Oklahoma Tourism and Recreation
Association
500 Will Rogers Building
Oklahoma City, OK 73105

GENERAL
SOCIAL STUDIES

GETTING TO KNOW YOU

Pair up students for introduction interviews. Each pair is to determine something they have in common, something they disagree on, and something each feels might be unique about his or her partner.

Suggestions to stimulate conversation include things you enjoy eating, special sounds, things you like to look at, favorite song or musical group, favorite TV show or sport (or most disliked TV show or sport), most memorable memory, nickname, most effective time waster, ambitions, and dreams.

Call on pairs to introduce each other. Ask students to try listing eight or ten students' names and one thing that was said about each student after all introductions have been made.

ETHNIC FOODS

As a culmination to a unit of geography, allow students to prepare food dishes corresponding to the unit. You might enlist the aid of the home economics teacher for use of facilities. Dishes might be prepared ahead of time, heated or cooked during class, then shared.

STUDENT AUTOBIOGRAPHY

Using the criteria listed below, ask the students to write a story about themselves. Ask them not to list their responses, but to use this list to create a story form. It is not necessary to keep to the order in which this list is presented. Items are in no particular order of importance.

You might stress that the stories are very personal--to be read only by you, the teacher. Keep the papers all year long, then at year's end, ask the students to do another autobiography using the same criteria. Return the originals. Often, to students' amazement, they have changed dramatically--handwriting, outlook on life, things important to them.

At the end of the year item 14 becomes "What did you gain from this class this year?"

This activity is good for the first or second day of school.

Tell me about . . .

1. the place and date of your birth.
2. what you look like.
3. your family.
4. places you've lived and traveled to.
5. your pets.
6. your favorite and least favorite subjects in school.
7. your hobbies and interests.
8. your favorite place in the world.
9. the most important person in your life and why (living or deceased).
10. the saddest time in your life.
11. the happiest time in your life.
12. your favorite and least favorite foods.
13. what you will be doing five years from now and ten years from now.
14. what you expect to gain from this class this year.
15. your study habits.

COUNTRY BINGO

To help students learn twenty-five capitals and countries of the world, make up twenty-five different cardboard game boards (five squares by five squares) of only the countries' capitals. To play, call out the name of a country as the students locate the country's capital on the game card. The winner receives points and calls out the next round.

PUPPETS

Create a puppet of a famous explorer, inventor, or leader. Present a short skit to the class, using the puppet.

SELF-CONCEPT--PERSONAL CREST

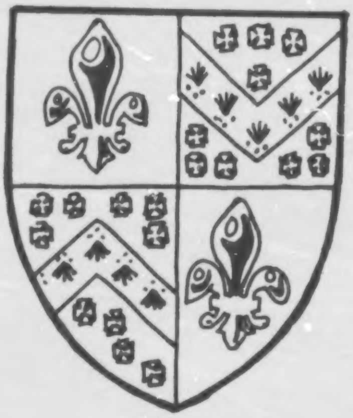
Have students do the following activities to become more involved with their families; to learn family origin and background; to begin to deal with personal potential and feelings; and to understand how these ideas and relationships affect them.

Activities:

1. Talk with older family members about your nationalities. Record these and find and record a symbol for each. At the same time talk with them about your family's history.
2. Using these conversations as a resource, write a short paper relating a funny, heroic, or unusual event that happened to a family member. Design a symbol to fit your story. Make a family tree.
3. Find out your birth cadence--which child you are--first, third, etc. Locate and record your birth symbol, flower, and gem.
4. Interview someone who does the job you want to do when you're an adult. Use this interview as resource material to write a short paper about your job ambitions. Design a symbol for your job.
5. Determine your astrological sign. Learn the personal characteristics that some people believe are associated with people born under your sign. Write a short paper comparing yourself with those characteristics. Record your astrological symbol (there are two for each sign).
6. Using all of your information as background, create a personal motto. (Keep it short!)

7. a. Fold and cut manila paper to a shield shape.
   b. Divide the field of the shield into five parts (artistically!).
   c. Make a narrow border around the edge of the shield and between all five sections.
   d. Put a different symbol in each of the five divisions of the shield.
   e. Color the borders and symbols.
   f. Cut a ribbon from manila paper. Letter your motto on the ribbon.
   g. Mount the shield and motto on colored construction paper.

(Variation: Have the students do a self-portrait with this unit.)



SUCCESS IS . . .

Have students complete the statement "Success is . . ." and compare responses with other classmates in small groups.

A variety of sentence-type completion statements can be utilized to compare values, motivation, self-concept, and focus. Other examples could be "Failure is . . ." and "School is. . . ." A minimum length of fifty words can structure this exercise to ensure sufficient content. Have students do this at the beginning of the year; keep the paper and have them do the same assignment at the end of the year. Have students compare and contrast their two assignments.

REVIEW FOOTBALL

Draw a large football field on the chalkboard. Ask for three volunteers (one referee and two to work the chains). Divide the class into two teams, each with a captain. Allow thirty minutes for the game. Questions are asked the teams based on the level of difficulty requested. The level of difficulty is equivalent to the yardage desired to be made (such as a 10-yard question, a 20-yard question, or the bomb). When given a question, each team has ten seconds to answer, but only the captain may respond. If another student answers, the referee may flag the response for illegal motion or offsides. This costs a 5-yard penalty. Rowdy behavior between the two teams may result in a personal foul of 15 yards. If a team does not answer the question correctly, it is a fumble, and the other team may recover the fumble by answering the question. If that team does not answer correctly (recover the fumble), the original team with the question keeps the ball. As in regular football, a team must score a first down within 10 yards and four downs, or it must punt. Punts are figures of 10 to 50 yards on slips randomly drawn from a box.

The team with the highest score or the deepest penetration wins. The chain-marker students mark the football at each down.

Students seem to really enjoy this game. It may be developed to whatever level of complexity is desired.

INDEPENDENT NATIONS OF THE WORLD
WORD FIND

The names of more than fifty independent nations of the world can be found in the puzzle below. Work forward and backward, up and down, and diagonally.

Argentina
Great Britain
Formosa
Sweden
Jordan
Ecuador
Cambodia
Hungary
Turkey
Chile
U.S.A.

Cuba
Russia
China
Afghanistan
Bolivia
Nepal
Burma
Brazil
Finland
France
Kenya

Syria
Norway
India
Canada
Lebanon
Ceylon
Rwanda
Laos
Haiti
Mexico
Panama

Egypt
Dahomey
Bhutan
South Korea
Iran
Spain
Denmark
Greece
Israel
Mali
Congo

Ghana
Chad
Malta
Uruguay
Libya
Iceland
Gabon

M	A	L	I	N	I	A	T	I	R	B	T	A	E	R	G	F	N	O	K	F
A	D	A	T	A	M	I	N	U	A	R	C	K	E	A	Y	R	E	Y	R	O
D	N	O	I	R	M	D	S	K	T	A	A	N	B	T	L	A	P	E	A	R
A	A	S	A	I	I	S	W	E	A	Z	T	O	G	O	E	N	A	K	M	M
N	W	M	H	A	I	E	E	N	O	I	N	N	J	O	E	C	L	R	N	O
A	R	N	A	A	N	M	D	Y	A	L	E	L	I	H	C	E	T	U	E	S
C	U	B	A	M	I	C	C	A	K	E	Y	M	B	U	R	M	A	T	D	A
S	A	N	S	T	L	H	B	O	L	I	V	I	A	E	P	L	F	A	Y	E
D	E	F	C	O	I	U	O	R	N	T	S	Y	R	I	A	H	G	E	E	N
A	N	T	H	N	U	E	R	Y	W	G	O	A	R	K	Y	Y	H	P	C	E
N	A	N	A	K	E	T	E	U	S	A	C	W	R	E	R	I	A	G	E	D
I	H	T	D	T	E	E	H	N	G	Y	E	R	A	A	R	N	N	S	E	E
T	N	I	A	P	S	N	O	K	W	U	A	O	G	H	A	E	I	I	R	W
N	C	A	M	B	O	D	I	A	O	S	A	N	R	M	T	E	S	T	G	S
E	C	U	A	D	O	R	E	I	R	R	U	Y	A	E	P	C	T	L	F	Y
G	M	D	N	O	Y	M	W	T	A	H	E	N	D	H	Y	E	A	I	B	E
R	A	I	S	L	E	A	R	S	I	A	M	A	O	A	G	Y	N	B	H	M
A	L	J	O	X	M	U	R	S	T	N	O	N	A	B	E	L	O	Y	U	O
C	T	L	I	K	E	H	O	L	D	E	U	R	R	I	A	O	N	A	T	H
M	A	C	A	E	N	I	U	G	A	N	T	L	I	N	E	N	M	E	A	A
M	O	N	A	D	N	A	L	E	C	I	N	A	D	R	O	J	N	D	N	D

PLACES THAT TALK

Ask the students: What would the New York Stock Exchange Building say if it could talk? The White House? Fort Leavenworth? A post office? The Statue of Liberty? Yankee Stadium? The Grand Canyon?

ROW CONTEST

For this activity each student needs a pencil and a clean sheet of paper for taking notes during the contest. The contest may take a total class period or less, depending upon the amount of material to cover. Divide the class into rows of equal numbers. Designate a student scorekeeper and number each row for easy scorekeeping. Ask student 1 in row 1 a question. If the answer is correct, row 1 is given the point and question 2 is then asked of student 1 in row 2. If the answer is correct, row 2 gets the point. Ask the next question of student 1 in row 3. Follow this procedure through the last row. The next question is asked of student 2 in row 1, and questioning continues until a question is answered incorrectly. If a question is answered incorrectly, anyone in the next row may answer for point credit in scoring. If no one in that row answers, then go to each of the following rows until a correct answer is given and every row has been given a chance to answer. Continue with questioning as in the previous manner. After each student has been asked a question, provide bonus questions of greater difficulty. If a bonus question is answered incorrectly, the row loses points. The first student who raises his or her hand answers the bonus question. Because questions are to be answered individually, a relatively quiet class is necessary.

REPRESENTATION--CONNECTIVES

Show the students a picture. Then show them other pictures seemingly unrelated to the first picture. (The pictures could be of anything: traffic jams, farmhouses, space shuttle, flowers, etc.) Have the students explain how the pictures are related (politically, economically, etc.), starting with obvious connections but continuing into really creative connections. There are no "right" answers, so student answers should not be restrained.

JUDGING A TOWN FROM ITS NEWSPAPER

Give students a newspaper from an out-of-state town. Have them pretend they are moving there and judge the town from the newspaper only.

Daily Chronicle

USE NEWS ADS

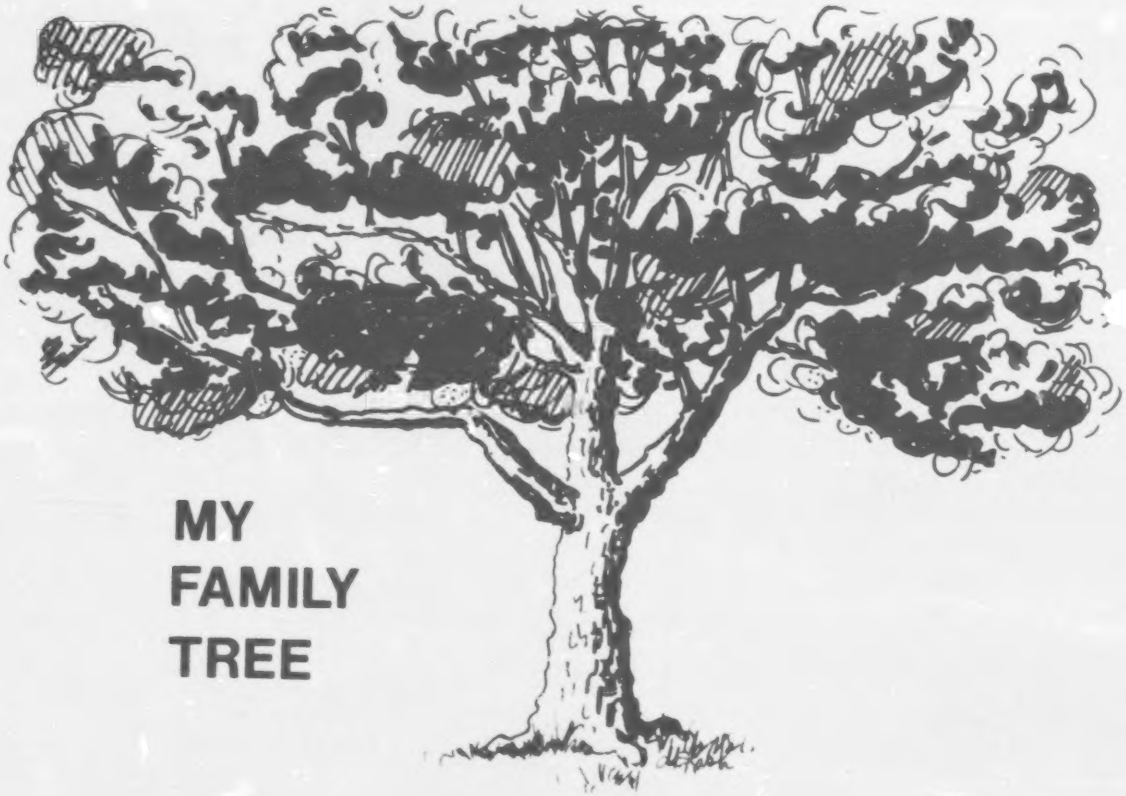
Have the students use newspaper ads to shop for their family. Have them figure the cost of one meal and one outfit for each person in their family.

MUSEUM TRIP

Take the students to a museum for a "hands-on" experience. Give items that are sturdy enough to be handled to small groups to see whether anyone can figure out what the objects are and how they were used in the "early days." The curator and the teacher can choose the objects ahead of time. Objects might include a raisin maker (separated the seeds from the grapes), hobbles for a milk cow, a hog tamer, a shoe horn, boot pullers, etc.

FAMILY TREE CHART

For this activity each student will need a piece of poster board large enough for a personal family tree chart. This chart should go back at least as far as the student's great-grandparents. Assign the chart to be done outside of class, and allow at least two weeks for students to gather the information.



CREATE A SUN SYMBOL

For this activity you will need typing paper (for patterns), colored construction paper (for finished products), rulers, scissors, and patterns for circles of various sizes.

Allow at least one class period for the activity. It can be used with a group of 25 to 35 students. Reference materials include encyclopedias and Handbook of Designs and Devices by Clarence P. Hornung (New York: Dover Publications, 1946).

The object of the activity is to create a sun symbol. The sun is often pictured as the giver of life (benign), as a powerful god (awe inspiring), as hot with rays, or with a face. There is also a winter sun. Consider using various colors--violet, green, blue, and purple, as well as yellow, orange, and red.

Use this activity with studies of Incas--their Inca was believed to be a direct descendant of the sun; Aztecs--their ruler was called the Sun God, concerning which see Richard Halliburton's Complete Book of Marvels by Richard Halliburton (New York: Bobbs-Merrill, 1960); and Mayas--their astronomers directed all agricultural activities by seasons of the sun. Many of their observatories were built to observe the sun at particular seasons.

READING A PICTURE

Ask students to list five different items that they see in a picture. Allow students a few minutes to review their lists. Then write the items on the chalkboard. This activity is a great springboard for a discussion of what items represent to the subject being illustrated. For instance, one text has pictures showing life in a New England village. A lot of incidental learning comes from comparing different ways of life and from discussing why they are different.

WHO AM I?

Have students choose a president, scientist, explorer, or world leader to portray. Have other students ask "yes" and "no" questions to guess the identity of the person chosen. The student who identifies the character correctly is the next pretender.

COUNTRY PICTURES

Have students cut from magazines pictures that represent a country they are studying. Have them glue the pictures onto paper and label what they represent about the country.

NONEXISTENT JOBS

Have students select a job that is now nonexistent because of changing times. Have them tell why it no longer exists. (Examples: cobblers, blacksmiths, etc.)

COUNTRY POSTER

Upon completion of a study unit on a foreign country, have students make a poster of places they would like to visit.

CROSSWORD REVIEW

Make crossword puzzles using the vocabulary words for a block of work. (This is a good alternative test.)

ANCESTOR ORIGINS

Have students discuss the places from which their ancestors or people in their family came.

FOLDER ORGANIZER

To assure that students keep folders neat, in order, and current, give open-folder tests often. Learning to store and retrieve information is a very useful skill.

CAREER SYMBOL CONNECTIONS

Show the class an apple (or jeans, calculator, etc.) and have students list all the careers they can think of that relate to the production and distribution of that product. Then discuss the most interesting careers.

POETRY

Have the students write poems (subject matter determined by what is being studied). The teacher might predetermine the first letter of each line of poetry such that these first letters, when read vertically, spell out the concept or place being discussed.

COMIC STRIP

Have students design a comic strip covering a period in history.

FUTURES

Have students describe future uses for common objects or invent future objects and tell what they will be used for.

STORY TITLES

Relate a story using divergent information and have students tell you the title. For example, using the newspaper headline "Children Return--Flying Boy Reported," the students should come up with "Peter Pan." Stories and titles would increase in difficulty as the activity continues.

FORCED ASSOCIATIONS

Have students compare the use of values and attitudes. For example, have them list two favorite things they enjoy doing and tell how the activities are similar. Show the students a picture of a bow and arrow and a picture of a tank. Then show pictures of a flower and a necklace. Continue until you are forcing associations toward seemingly unrelated items or concepts.

SECRET CODES

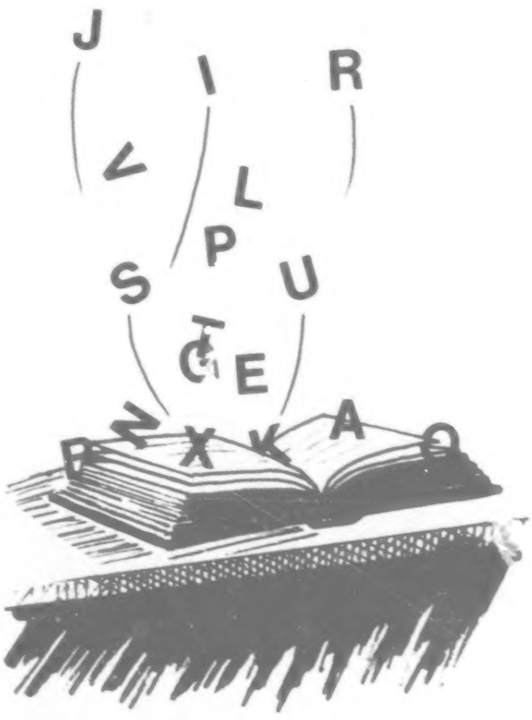
Discuss with students the various code-making techniques used throughout history by various civilizations. Talk about how foreign languages could be used in a code. (Point out that the Japanese code-breakers never realized that the best American codes in the Pacific during World War II were messages sent by American Indians from one tribal member to another in his own native village tongue.) Have students create their own secret codes, then have the class try to decipher them.

HISTORY BIOGRAPHIES

Have students read a biography of someone famous in history. Require the students to dress in character to give their oral presentations. One outstanding characteristic must be expressed by additional props, hand-outs, food samples, pictures, demonstrations, etc.

ALPHABET FLEXIBILITY

Give the students a letter of the alphabet and have them explain an association-connection with a term or concept. Example: Write the term "prejudice" on the chalkboard. Hand out dictionaries to the students and have them list all the words beginning with "a" that relate to the word "prejudice." These words could be discussed and explained. Very interesting associations surface this way and can lead to interesting classroom discussions.



DISPLACEMENT IMAGINATION

Tell students to imagine a creation such as an animal, plant, rock, planet, etc., then have them write a description of the imaginary creation. (For example: imagine a "bureaucrat" as an alien being from another planet.)

"SUPERBIRD"

Play the song "Superbird" by Neil Sedaka for the class. Have students write a paper on the song's implications for their personal potential.

LIFE IN 2500

Begin a class discussion about how life will be in the year 2500. Instruct students to make a list of twenty-five ways in which life will be different. Combine the ideas by making a list on the chalkboard. Have students then draw a picture of their city of the future and write a report on the differences--past, present, and future.

COMMON PHRASES: THINKING PROBLEMS

Alter a common phrase and let the students choose the unaltered phrase. For example, say, "friends and relations," and the class responds with "kiss and kin."

ILLUSTRATED REPORTS

Have students write short (one to one and a half page) reports often and illustrate them. (For topics use interesting items from the unit you are working on.)

Examples: Africa - native tribes
animals
Canada - totems
Mexico - piñatas

DESIGN A DRAGON

This would be an activity to use with the study of China or Japan or any part of Asia. You will need typing paper, colored pencils, books about dinosaurs and reptiles, and encyclopedias. Let students refer to the resource books and then imaginatively draw a dragon. You might remind students that dragons are often depicted with scales, wings, a crested head, and huge claws, and are often shown flying and breathing fire.

SENIOR HIGH

UNITED STATES
HISTORY

DEBATES AND HISTORICAL ESSAYS

Students are to participate in an oral debate and write a historical essay on a debate topic. In the oral debates students argue one side of the issue, but in the essays they must discuss both sides and reach a conclusion. The students should research their topics and prepare a bibliography. Schedule the oral debates at the time the topic is studied, as the debates stimulate class discussion. The debates should be no longer than thirty minutes. The essays force the students to make judgements, but also teach them the impossibility of finding irrefutable truths in regard to historical interpretations and the difficulty of formulating balanced explanations concerning complex historical issues.

The following are some suggested debate topics:

1. Who caused the American Revolution, the British or the Americans?
2. Were the Founding Fathers economically motivated?
3. Who had the wisest political philosophy and program, the Federalists or the Jeffersonian Republicans?
4. Who was responsible for the War of 1812, the British or the Americans?
5. Was Andrew Jackson a great president?
6. Was the Mexican War justified?
7. Concerning slavery in America, who was right--U. B. Phillips or Kenneth Stampp?
8. Who caused the Civil War, the South or the North?
9. Was Reconstruction a tragic era for the South?
10. Are women overlooked in American history?
11. Are American Indians fairly treated in American history?
12. Was progressivism a successful reform movement?
13. Should the United States have entered World War I?
14. Should we have dropped the atomic bombs?
15. Who caused the Cold War--the United States or Russia?
16. Should the United States have become involved in Vietnam?

NORMAN ROCKWELL'S AMERICAN LEARNING CENTER

For this activity you will need prints in "Norman Rockwell's Americans" series, folders, poster board, etc., for making a learning center. You can assign this as an out-of-class assignment or set aside time during class. Using prints in "Norman Rockwell's Americans" series as a basis for this study of American character, each student completes activities on all levels of Bloom's Cognitive Level Taxonomy.

Level:

1. Knowledge Activities

   Choose two prints and describe in a paragraph the actions shown by Rockwell.

   Choose two prints and describe in a paragraph the activities depicted.

2. Comprehension Activities

   Explain in writing the relation between the characters depicted in "The Winner" or other print.

   Describe how you feel about the action or characters in any of the prints. Be specific, stating such definite emotions as pride, joy, empathy, envy, anger, and sadness.

3. Application Activities

   Compare a scene in one of the prints to an event in your own life.

   Propose a solution to a conflict you see in a print.

4. Analysis Activities

   Investigate the causes and consequences of "The Runaway." Report your findings in the format of a newspaper story.

   Make a diary or journal for the "Girl in the Mirror."

5. Synthesis Activities

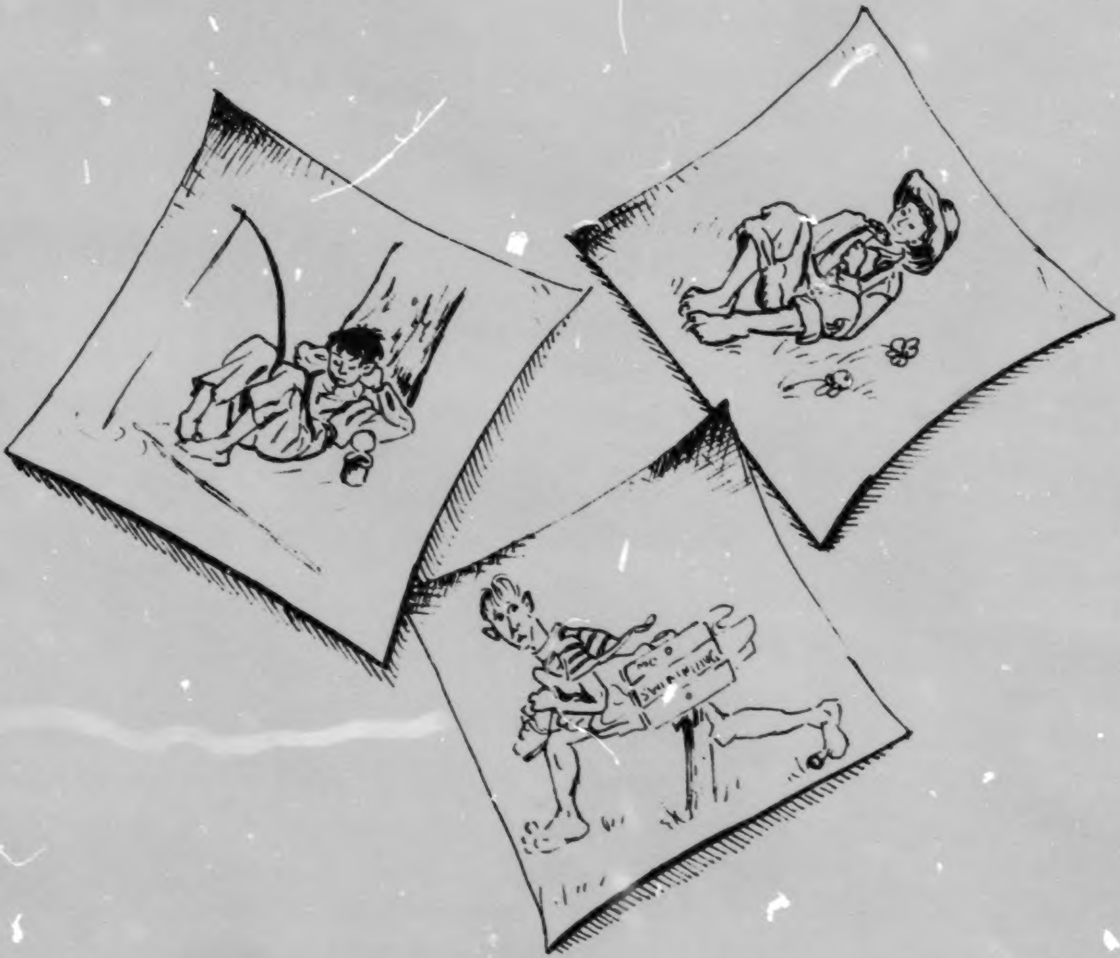
   Predict what will happen in one of the prints. Express your prediction in a letter format describing what happened.
   Write a story telling what it would be like if the event depicted turned out differently.

6. Evaluation Activities

Select a character from a painting and explain why it is your favorite.

Select a print and give reasons why it is your least favorite.

The learning center is decorated with the displayed prints. Assignments include creative writing, writing a biography of Norman Rockwell, making a bulletin board, writing dialogues for prints, writing a diary entry, writing an editorial, drawing a cartoon, and writing a poem, song, or story.

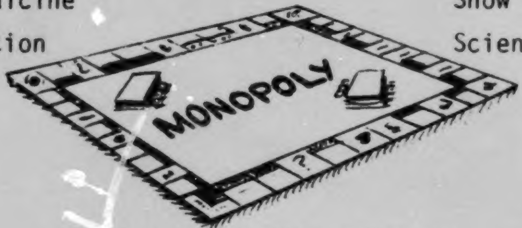


EVENTOSCOPE

Most students are familiar with the game "Monopoly." "Eventoscope" is structured in much the same way. However, instead of landing a marker on a real estate category and buying property, students will land a marker on a category of event questions. Students may write the questions as part of this activity. The goal is for one team to go around the game board through all the categories before the other team.

Divide the students into two or more teams. Spin or use a die to determine the number of moves for each team. The game board can resemble a "Monopoly" board and can include some or all of the following categories:

- Sports
- Trivia
- Songs
- Military
- Politics
- Medicine
- Nation
- People
- Movies
- Literature
- Radicals
- Economics
- Show business
- Science



HISTORY GO-ROUND

Have students make up questions for categories on a game board. Include on the game board some spaces that require the team to lose a turn, win a free turn, go to the principal's office, or draw a "Chance It" card. If a team lands on a "Chance It" card space, they may choose to answer a "Chance It" card question. The card will have a potluck-type question with a number. The number will indicate the spaces the team will move backward or forward, depending upon whether or not they correctly answer the question. During regular play, if a team cannot answer or answers incorrectly, they move back the spaces they moved forward on their previous turn. The first team around the board is the winner.

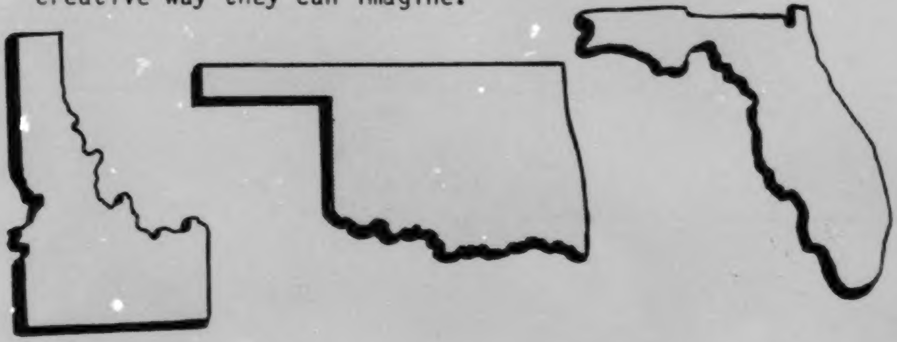
SECRET SEQUENCE

This is a current events game to help teachers determine how familiar students are with the chronological order of events in the news during the past year. Divide students into several teams. Distribute to each team cards with various events of the past year printed on them. The team who puts the cards in the proper chronological order first wins. Give teams a time limit in which to arrange the events.

TRIP AROUND THE COUNTRY

Have the students visit a travel office or have a travel agent visit the class before beginning this activity.

1. Have students decide which ten states they want to visit and in what order.
2. Have students write to the tourism department or highway department in each state to be visited, asking for tourist information from that state.
3. Students may use atlases, National Geographic travel information, motorist guides, and any other travel information to be found.
4. Have students use the information they gathered for steps 1-3 to decide which places they want to visit in each state and plan an itinerary.
5. When the entire trip is planned, students determine the cost of travel arrangements and construct a budget for the trip, including travel, lodging, food, and entertainment.
6. The students then present their trip to the class in the most creative way they can imagine.



WORLD WAR I NOVELS

For this activity you will need class copies of the following books: All Quiet on the Western Front by Erich Maria Remarque and Johnny Got His Gun by Dalton Trumbo. You will need to set aside at least three weeks for completion. Audiovisual materials might also be helpful.

Students choose one novel to read and answer on worksheets questions from each level of Bloom's Cognitive Level Taxonomy.

Levels:

1. Knowledge Level
   Identify the main characters.
2. Comprehension Level
   What is the philosophy behind the book?
3. Application
   Draw a poster or make a collage.
4. Analysis
   What are the main ideas in the novel?
5. Synthesis
   Write a short story of your own, expressing the main idea of the novel.
6. Evaluation
   Write a position paper either for or against U.S. entry into World War I.

During the reading time, small-group discussions are held. Upon completion of the book, students work in small groups to find relevant information about reasons for the war, the technology of the war, attitudes toward the war, and ending the war.

BIG BUSINESS GAME

For this activity you will need stock certificates (student-made or teacher-made), play money, and a stock sheet. The activity will take approximately three to five class periods with a class of 25 to 30 students.

Divide the class into groups of four or five students. Each group forms a corporation and decides on a product or service for their corporation to produce. Students have $500 each to invest either in their own or another corporation. During the first round, students buy and sell shares of stock. Stocks are priced at $10 per share, and each stock certificate is worth ten shares. At the close of the first round, each corporation turns in a list of shareholders and a description of their company. The teacher then makes decisions that affect the companies; for example, a congressional investigation causes stock prices to fall.

Companies get their stock sheet back with new prices and explanatory comments. A second round of buying and selling begins. The teacher then gives one final situation; for example, the company goes bankrupt or the stock does so well that it splits 2/1.

The final discussion should include successes, failures, and frustrations of the participants and how the game relates to real market situations.

THE FAMILY IN AMERICAN HISTORY

Several years ago the National Archives printed pamphlets describing how to do a genealogical search. If your area has an active genealogical society, have one of the more knowledgeable members visit the class before starting this project.

Have the students trace their ancestry back to the time when their family came to the United States. The students may trace either their father's or mother's family. Some of the more interested students may trace their ancestry as far as they can.

SLAVERY

This activity can be used to introduce the issue of slavery in America. Give class members a boll of raw cotton. Tell them to remove the seeds while leaving the fibers intact. Walk around among the students and criticize their work. The students will experience some of the frustration of the work the slaves were required to do. This activity has worked well as an introduction to a lively class discussion.

CIVIL WAR RESEARCH PROJECT

Assign a research project of the student's choosing over the Civil War. Tell the students to use the following or similar resources: Civil War Times, American History Illustrated, American Heritage. The students are to use the information they find in the articles they read to write a report, draw a map, draw a poster, or create an assignment with the teacher's approval. This has been an effective assignment to get students to use periodicals as an alternative to the textbook in doing independent study work.

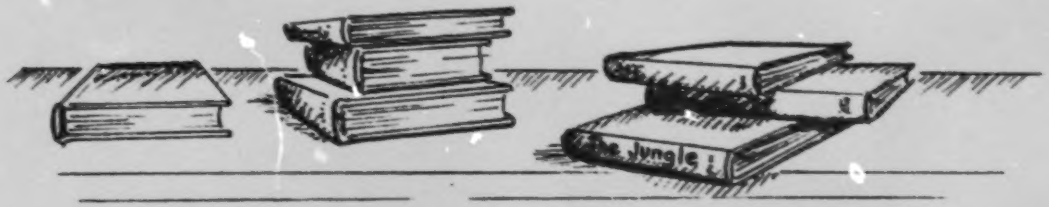
ON TRIAL: AN ISSUE

When classes become really involved in an issue, put the issue on trial. The pro side may be the prosecutor and the con side the defendant or vice versa. The teacher assigns a person to be on each side of the issue (e.g., gun control); there should also be attorneys to represent each side, witnesses for each side, a judge, a bailiff, and a jury. Allow one or two days of class time to research the issues. Divide the pros and the cons and let them research together as individual groups. Make certain that neither group coaches the witnesses.

The judge, jury, and bailiff study court procedures so that they can perform their duties correctly. You may obtain some legal descriptions from a lawyer to help the students with their duties. The attorneys for each side also participate in this instruction.

Make sure the school library has sufficient materials on the issue to be tried. See whether the library can put these materials on reserve so that they will be available to the students working on the project.

If possible, try to arrange for the use of two or three rooms so that the pros and cons do not hear each other planning and so that the jury and the judge are not prejudiced before the trial.



DISCUSSION - RISE OF LABOR UNIONS

Choose parts of The Jungle by Sinclair Lewis to read to the class before they study the growth of labor unions in America. The graphic descriptions of working conditions create high interest among the students as the unit of study continues.

DEBATE OVER CAUSES OF THE MEXICAN WAR

For this activity you will need six letters with various viewpoints on events surrounding the Mexican War. Have students write letters from the point of view of each of the following: Abel Upshur, Abraham Lincoln, Manuel de la Pena, William Lloyd Garrison, James K. Polk, and Andrew Jackson.

Allow approximately one or two class periods for the activity. A class size of 25 to 40 students is best.

Assign students to groups and distribute the letters. Students read each letter and take a stand in favor of or against the war, or they may declare themselves undecided. Students from each group explain their positions. They may change positions anytime during the debate.

JULY
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TODAY IN HISTORY

Write the dates of each Monday through Friday for a semester and then let the students draw dates until all the dates have been drawn. Then give the students the following assignment:

Find out what happened on this date in history 10 years ago, 20 years ago, 25 years ago, 50 years ago, and 100 years ago. You may also look up this date during any of the wars or any other year you are interested in. Document each historic event you decide to list on your Today in History list. You must list an event for this date 10, 20, 25, 50, and 100 years ago.

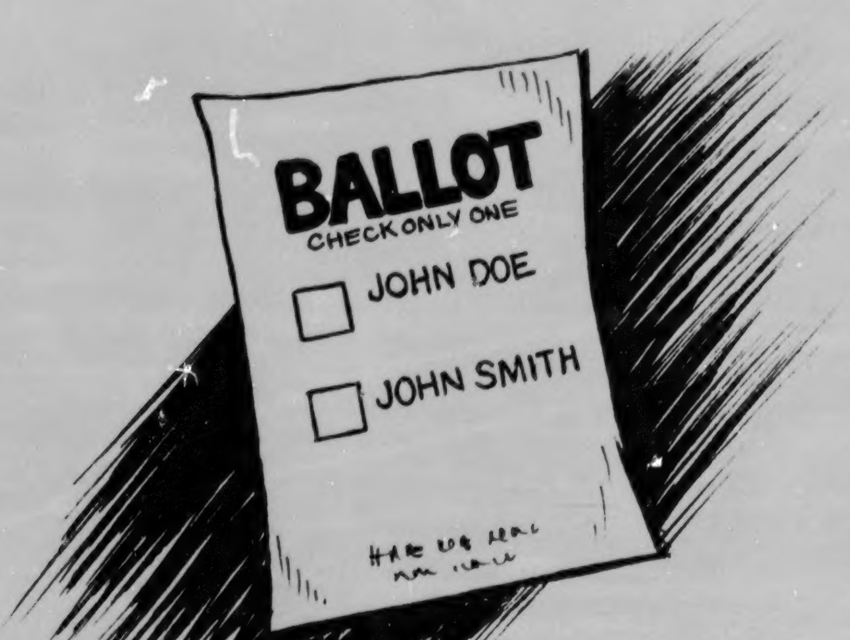
Allow at least two weeks to complete the project. After the projects are turned in, compile the papers in a notebook by date and read or have the student read the events for that day in history.

ELECTIONS--THE RIGHT TO VOTE

For this activity you will need local, county, or state election laws and samples of ballots. Allow two to four class periods.

Have students investigate laws related to voting and compare American voting procedures with those in other countries. Have them identify areas in which differences of opinion and conflicts might arise. Discuss with the class the following: How would disputes be handled? What role do lawyers and the courts play in such disputes? (Find examples from local or regional situations.) The final assignment is a class debate on the following proposition: All citizens should be required by law to vote for candidates for public office.

To further enhance this activity, invite election officials to speak to the class.



AMERICAN STUDIES

AMERICAN STUDIES

At some time or another, every secondary teacher has been dismayed with students' lack of ability to perceive relationships among topics (i.e., the content areas) that are "obviously" interrelated. In an effort to deal with this problem, American studies supercedes the arbitrary boundaries established by most traditional curricula and allows students contact with a much more natural course of study--the interdisciplinary blending of history, literature, art, and music to give a richer understanding of America's heritage. By emphasizing the humanities, it enriches the study of several curricular areas by including art (graphics, architecture, photography), music (popular tunes, folk songs, classical, opera), literature (poetry, fiction, nonfiction, drama, journalism), and the historical/political (events, artifacts, and primary sources). It is unfortunate that many students are familiar with individual facets and never see the beauty of the entire gem; as the American studies approach utilizes a broader scope, more students will understand that the parts form an enlightening whole.

The American studies approach can be used in a variety of classroom settings and can be tailored to fit the current curricular structure. American studies can be less structured than a traditional pedagogy. It can be utilized to help the student synthesize the multidisciplines into a meaningful, personal learning experience. American studies material can be brought into an existing United States history class from time to time throughout the school year or may be introduced in the form of a unit of study on a particular time period or topic. The same is true of the use of American studies in an existing American literature class. The American studies approach could also be used as a course combining the required United States history and American literature classes.

AMERICA: IN SEARCH OF IDENTITY, 1790-1860

The following suggested activities for this time period can be tailored for group work or individualized effort.

A. Self-Image in Literature

1. In a paper of at least three pages describe the travels of Alexis de Tocqueville in America and analyze his views of America.
2. Recreate (trace, draw, enlarge, or create in the contemporary style) a European cartoon that depicts America before 1860.
3. Using the poetry of a pre-Civil War American poet, write a three-page paper explaining the poet's view of nature or the frontier.
4. In a three-page paper explain how Cooper saw the Eastern aristocrat in the wilderness. Use examples from one of his Leatherstocking Tales.
5. Explain in a three-page paper how folk legends were used in Irving's Sketch Book.
6. Participate in a ten-minute taped interview of either Cooper or Irving on his visit to the American West.
7. Construct a replica of the House of Seven Gables or the House of Usher as described by Hawthorne and Poe, respectively.
8. Draw a picture of either Billy Budd or Redburn as you envision him after reading his description by Melville.
9. Write a three-page essay on young Ishmael's first meeting with Queequeg in Moby Dick.
10. Prepare a duplicate first page of a pre-Civil War local newspaper to be displayed in class.

B. Political Identity

1. Prepare a set of campaign posters for all presidential candidates in the election of 1824. Include some of their campaign pledges.
2. In a three-page paper explain the origin and outcome of the Hartford convention of 1814.
3. Draw a map of the United States, comparing the vote for Jackson in 1824 with that in 1828.

4. Collect, show, and interpret for the class at least five paintings depicting the War of 1812.
5. Draw a map of six major land battles of the War of 1812.
6. In a three-page paper or ten-minute talk explain Andrew Jackson's background prior to becoming president.
7. In a three-page paper describe the building of the capital city in Washington, D.C.
8. In a three-page paper explain Nicholas Biddle's argument in favor of the U.S. Bank.
9. Prepare and narrate a twenty-minute interview with a group of businessmen who were hurt by the panic of 1837. Ask them what they think caused the economic depression.
10. Prepare a list of the presidents from 1800 to 1848 with a corresponding list of the values that each appeared to represent.
11. In a three-page paper explain the position of each president between 1800 and 1848 on the issue of slavery.
12. In a three-page paper analyze the statement that "Jackson represented frontier democracy."

C. Art and Folklore

1. Write a six-verse campaign song for the election of Andrew Jackson.
2. Select "Sweet Betsy from Pike," "Clementine," or "Oh, Susannah" and write a paper explaining the meaning and origin of the song.
3. Sing solo or with others a medley of pre-Civil War songs that you feel help to define the American experience.
4. Describe to the class by demonstration, pictures, or drawings some of the uniquely American musical instruments of the pre-Civil War era.
5. Construct a model of a household utensil that would have been used by an early nineteenth-century American and demonstrate its use.

6. Construct a poster that could have been used to advertise either a traveling tent show or a dramatic production during the 1830s or 1840s.

7. Develop a collage that illustrates at least ten examples of useful or practical arts that developed on the American frontier prior to the Civil War.

8. In an analytical paper of four or five pages describe the style and participants of the Hudson River School of painting and analyze it as an American school of painting.

9. Draw, trace, or create in stitchery a typical American folk art design of the pre-Civil War period.

10. Graphically represent a detailed plan of either Washington, D.C., or a specific national government building within that city.

11. In an examination of at least a dozen paintings of the genre school of the first half of the nineteenth century, explain at least six characteristics of American life depicted in these paintings.

12. Analyze at least three styles of architecture or schools of painting from the period between 1780 and 1860 and explain what each says about American society. (Perhaps you might do this in an illustrated paper.)

D. Social Identity

1. Prepare an ethnic food and present it with an explanation of its ingredients.

2. Make and/or exhibit an ethnic costume or article of clothing and explain its purpose and origin.

3. Prepare a class presentation of the works of a famous minority representative, such as an artist, musician, entertainer, or photographer.

4. Demonstrate to the class an ethnic costume or article of clothing, explaining its purpose and origin.
5. Sing a song common to an ethnic minority and provide the class with copies of it in translation.
6. Interview a person of an ethnic origin, asking at least ten questions concerning the elements of his/her culture that have survived. Compile a written report of the interview.
7. Interview a person of an ethnic origin, asking at least ten questions concerning his/her adjustment to American life. Present a text of the interview.
8. Interview a person of an ethnic origin, asking at least ten questions concerning his/her view of ethnic pride and cultural solidarity. Present (either in writing or orally) an analytical report of the interview.
9. Prepare a collage that includes at least ten problems faced by minority groups in a majority-ruled nation.
10. Write a three-page report on a book that deals with Chicano, Mexican American, Native American, or Spanish American life in the United States.
11. Prepare a family tree (verified by your parents) that traces your family back at least four generations.
12. Prepare a demonstration (slides, pictures, drawings, etc.) of at least six different ways of celebrating Christmas throughout the United States that illustrates the variety of the ethnic and national identities in existence here.

COMPARE TWO ROBBER BARONS

This activity will enable your class to form a comparison of two of the "robber barons," John D. Rockefeller and Andrew Carnegie. It will take about one hour, depending on the materials used.

Duplicate a class set of the quotes on the following two pages. Optional equipment includes an opaque projector.

Begin the class by introducing the students to the term "robber baron." Show them various photographs of these infamous businessmen and their estates. Many photos appear in the two articles cited in the handouts. Let the students react, then distribute the handouts of quotes from Ida Tarbell and Carnegie.

After students read the handouts, ask for volunteers to restate each quote listed. This usually inspires some class discussion. Ask students to speculate on what sort of men Rockefeller and Carnegie were. Also, have them share with the class any knowledge they may already have about the two men.

Finally, give the students background information about the two "robber barons." You should also introduce Ida Tarbell and her role in making Americans aware of the business practices of John D. Rockefeller. Include such background information as Carnegie's youth as a poor immigrant, his personal guilt about his later wealth, and his contradictory inner drive to use all means available to accumulate more.

This activity works well with accelerated groups and gifted and talented groups.

COMPARING TWO ROBBER BARONS - HANDOUT 1

Ida Tarbell vs. John D. Rockefeller

source: Virginia Van der Veer Hamilton, "The Gentlewoman and the Robber Baron," American Heritage XXI (April 1970): 78-86.

excerpts from "The History of the Standard Oil Company"

1. "Life ran swift and ruddy and joyous in these men. They were still young, most of them under forty, and they looked forward with all the eagerness of the young who have just learned their powers, to years of struggle and development . . . There was nothing too good for them, nothing they did not hope and dare. But suddenly, at the very heyday of this confidence, a big hand reached out from nobody knew where, to steal their conquest and throttle their future."
2. "There was not more faithful Baptist in Cleveland then he. Every enterprise of that church he had supported liberally from his youth. He gave to its poor. He visited its sick. He wept with its suffering. Moreover, he gave unostentatiously to many outside charities of whose worthiness he was satisfied. He was simple and frugal in his habits. He never went to the theatre, never drank wine. He gave much time to the training of his children, seeking to develop in them his own habits of economy and charity. Yet he was willing to strain every nerve to obtain for himself special and unjust privileges from the railroads which were bound to ruin every man in the oil business not sharing them with him."
3. Briefly stated, his argument was this: "Controlling all refineries, I shall be the only shipper of oil. Being the only shipper, I can obtain special rates of transportation which will drive out and keep out competitors; controlling all refineries, I shall be the only buyer, and can regulate the price of crude (oil) as I can the price of refined."

COMPARING TWO ROBBER BARONS - HANDOUT 2

Quotes from Andrew Carnegie

source: Joseph Frazier Wall, "The Rich Man's Burden--And How Andrew Carnegie Unloaded It," American Heritage XXI (October 1970): 58.

1. "The problem of our age is the proper administration of wealth."
2. "The thoughtful man must shortly say, 'I would as soon leave to my son a curse as the almighty dollar,' and admit to himself that it is not the welfare of the children, but family pride, which inspires the legacies."
3. "There remains, then, only one mode of using great fortunes; but in this we have the true antidote for the temporary unequal distribution of wealth, the reconciliation of the rich and the poor--a region of harmony . . . It is founded upon the present most intense Individualism and . . . under its sway we shall have an ideal State, in which the surplus wealth of the few will become, in the best sense, the property of the many, because administered for the common good, and this wealth, passing through the hands of the few, can be made a much more potent force for the elevation of our race than if distributed in small sums to the people themselves."

AMERICA IN THE TWENTIES: THE "LOST GENERATION"

To introduce students to the "lost generation" of the 1920s, give them an idea of the impact of World War I on American culture. Hand out to the class copies of the lyrics to "Over There!" and "next to of course god america i." ("next to of course god america i" is printed on the following page.) During one class period combine a study of Woodrow Wilson's "War Message" (Annals of America, Vol. 14), the George M. Cohan song "Over There!" and E. E. Cummings' poem "next to of course god america i," written in 1926.

After briefly reminding students that the decade of the 1920s followed upon the heels of WWI and was therefore profoundly affected by the war, read aloud excerpts of the "War Message" that illustrate the American purpose in the war (i.e., "to make the world safe for democracy," "America is privileged to spend her blood and her might for the principles that gave her birth and happiness. . . ."). Play the recording of "Over There!" and have students compare the "War Message" and "Over There!"

Allow students to react verbally to the speech and the song, then have them discuss the lyrics to "next to of course god america i." Through class discussions students should see that during the course of the war the views of many Americans changed and deepened, and that the war was still an important memory throughout the 1920s.

AMERICA IN THE TWENTIES-HANDOUT

next to of course god america i

"next to of course god america i
love you land of the pilgrims' and so forth oh
say can you see by the dawn's early my
country 'tis of centuries come and go
and are no more what of it we should worry
in every language even deafanddumb
thy sons acclaim your glorious name by gorry
by jingo by gee by gosh by gum
why talk of beauty what could be more beautiful
than these heroic happy dead
who rushed like lions to the roaring slaughter
they did not stop to think they died instead
then shall the voice of liberty be mute?"

He spoke. And drank rapidly a glass of water.

E. E. Cummings (1926)

To continue the study of America during the 1920s, have students read "The Revolution in Manners and Morals," chapter 5 in Only Yesterday by Frederick Lewis Allen (New York: Harper-Row).

After students have read the article, have them discuss the changes described by the author. This usually sparks a lively discussion, so you will probably want to extend this activity over two class periods.

At the end of class on the first day, choose students to portray characters in the following role-playing situation: A grandmother, father, mother, 16-year-old son, and two daughters aged 18 and 10 are preparing to sit down to dinner. Their conversation and actions should reflect the popular culture of the 1920s (as presented in the chapter from Only Yesterday). During the next class period, the students should enact their role play. Allow the rest of the class to comment and critique them after they've finished. You may want to enact a second role play with a new cast at this time.

Finally, display on a screen Thomas Hart Benton's painting Contemporary America (1930). Students should point out features of the mural that either confirm or contradict the chapter from Only Yesterday. Have them write a brief in-class reaction paper on this topic.

Additional resources for American studies lessons on the 1920s:

Songs: "Five Foot Two, Eyes of Blue," "The Sheik of Araby," "Ain't We Got Fun," "Yes, We Have No Bananas," "Tea for Two," "Charleston," "Button Up Your Overcoat," "Can't Help Lovin' Dat Man," "Ain't Misbehavin'," "The Varsity Drag"; drinking songs of Prohibition and protest songs of the farmers (Annals of America, Vol. 14)

Art: Dempsey and Firpo (1923), George Bellows
Baptism in Kansas (1928), John Steuart Curry
Lower Manhattan (1922), Edward Hopper
various magazine covers, such as Life covers by John Held, Jr.; Vogue covers; etc.

Fiction: A Farewell to Arms, Ernest Hemingway
The Great Gatsby, F. Scott Fitzgerald
"Bernice Bobs Her Hair," F. Scott Fitzgerald

Primary source documents: (all found in Annals of America, Vol. 14)
"The Normal Majority," Will Rogers
"Alone Over the Atlantic," Charles A. Lindbergh
"The Great God Football," John R. Tunis
"Rugged Individualism," Herbert Hoover

ECONOMICS

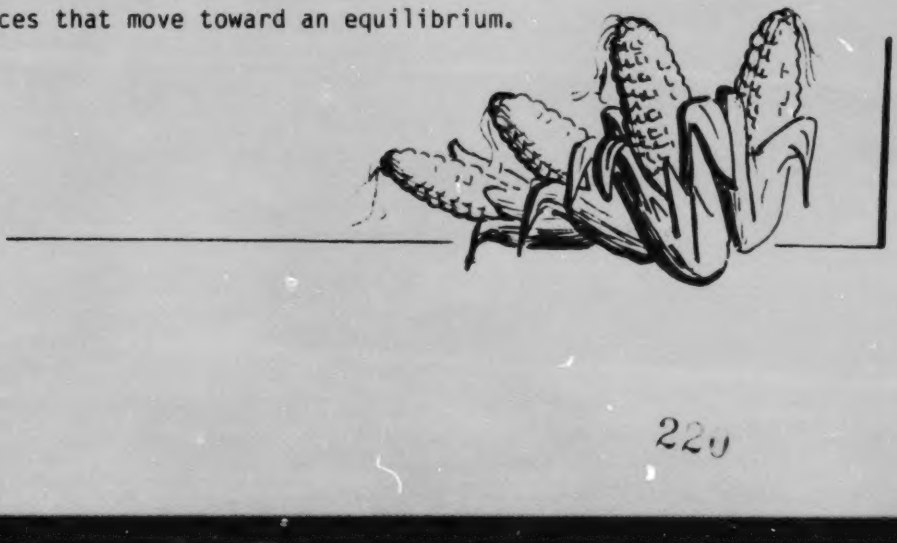
BUYERS AND SELLERS

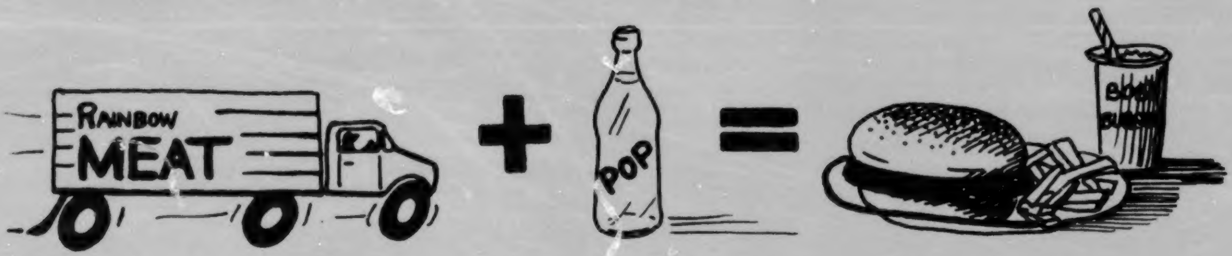
Divide students into equal numbers of buyers and sellers of corn in a hypothetical wholesale market. Each buyer and seller receives a card with instructions to buy or sell a bushel of corn at a specified price. Prices may range from $1 to $2 per bushel, with several buyer and seller cards for each price level. For buyers, a figure represents willingness and ability to buy at the specified price. For sellers, the same figure represents their cost for producing the corn. To increase their profits, buyers will attempt to purchase the corn from sellers at the lowest possible prices, eventually selling at the highest possible prices to retailers. Sellers will attempt to sell their corn to buyers at the highest possible prices. Any attempt to buy at a price higher than indicated on the card or to sell at a price lower than indicated represents a loss.

Start the game by asking buyers and sellers to come together to make a transaction. If a transaction is made, have the seller give the price to the teacher, who will place an "x" next to the selling price on the chalkboard, as, for example:

	I	II	III
$2.00	x	xx	
1.80	xxx	xx	
1.60	xx	xx	xxx
1.40	x	x	xxx
1.20	x		
1.00	x		

Players should get a new card after each transaction. After each five-minute period, record the transactions in the succeeding columns. Students should observe that the competitive forces of the market result in prices that move toward an equilibrium.





LINKAGE

This activity is meant to show the interdependence in our economy. Start with a manufactured product, for example, a car. Have the students list all of the different things that go into the production of the product, i.e., steel, plastics (of all kinds), rubber, etc. You can then point out all the businesses (industries) dependent upon production of a car. This is "backward linkage."

To show what "forward linkage" is, ask the students all the things (businesses and industries) that have developed and grown as a result of general acceptance of the product (car), i.e., drive-in movies, drive-in restaurants, roads, etc.

This concept should give students a good idea of the interdependence in our economy.

FIELD TRIP[1]

Plan a field trip to an industrial plant or department store in your community to provide firsthand information about the nature of business under a free enterprise system. Depending upon the nature of the enterprise, the students can study and report on one or more of the following: the processes involved (mass production, standardization, scientific management, automation, etc.); the role of management; and research and development. A class discussion on the following day is an excellent follow-up.

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WHAT A TEENAGER NEEDS TO KNOW

Use these activities to help students relate their personal problems to national problems.

1. Instruct every student to prepare his/her own budget for one year in college or one year working for $6,000. Students may ask for help from parents. The students will present their budgets in a class discussion.
2. Instruct each student to fill out a current tax form so that many of them would receive a tax refund. Educational materials may be requested from the IRS.
3. Request a presentation for your classes from a Social Security office. Ask the representative to answer the questions "Why do we have to pay for it?" and "How do teenagers benefit from Social Security?"
4. Request a presentation from your local bank on the topic "How Can the Bank Help the Teenager?" Plan a field trip to a bank.
5. Invite a stockbroker or investment counselor from your area to discuss the basic principles of the stock market and general guidelines for investments.
6. Invite a representative from the Better Business Bureau or Chamber of Commerce to discuss consumer protection.
7. Advertising: Proctor and Gamble has available a presentation called "The Advertising Story" with various filmstrips and other useful educational materials.
8. Comparison shopping: Tell the students to prepare a list of twelve grocery items. Have them visit two or more stores and compare prices to share in class.
9. Invite a representative from a labor union to discuss the significance of unions.
10. Invite a representative from the League of Women Voters or the election board to discuss our political system. If possible, allow 18-year-olds to register.

11. Invite a real estate agent to discuss the history of obtaining property, how land used to be free, and what it takes to buy a house today.
12. Invite a local business person to explain how he/she decided to go into business for himself/herself and the steps that were necessary to accomplish this goal.
13. Invite an insurance agent to explain the principles of health, life, car, and home insurance.
14. Invite a local lawyer to discuss the topic "Does a Teenager Need a Lawyer?"
15. Invite a person from a local credit department or a bank to explain ways for a young person to obtain credit.

THE CONSTITUTION AND ECONOMICS

Using any high school economics textbook, students should read about economic restrictions that impeded colonial trade during the seventeenth and eighteenth centuries, e.g., mercantilist practices, lack of a uniform system of currency, tariff barriers, differing taxation policies among states, jealousy and competition among states. Students should then discuss for as long as necessary principles provided by the constitutional fathers for promoting specialization, trade, and economic growth. A follow-up exercise might ask two groups of students to defend England's position on mercantilism as well as the colonists' position on free trade.

A related follow-up activity might compare Hamilton's suggestion that there should be tariffs and embargoes for the thirteen colonies with precisely the same suggestion made today by labor groups and certain manufacturing organizations. This entire section might by concluded with an activity that asks students to research present-day constitutional applications to economic activity and growth. Students should be able to evaluate strengths and weaknesses of their research conclusions.

NATIONAL DEBT GRAPH[1]

Have the students construct a bar graph showing the size of the national debt by decades. The students might write a report or give an oral presentation explaining the implications for the total economic situation.

"JAMESTOWN OR BUST"

The class should be organized into two groups. One student will be elected to play the role of Captain John Smith, the Jamestown leader. He is to lead a discussion with one group, listing on the chalkboard answers to three questions:

1. What goods ought to be produced?
2. How are goods to be produced?
3. Who should receive the goods to be produced?

Meanwhile, a second group with another discussion leader can analyze how the same decisions are made in our contemporary, basically market-oriented society.

Following this, there should be another set of discussion questions revolving around the following questions and topics:

1. How are such major decisions as what, how, and for whom products and services are made within the two systems derived; i.e., a comparison of centralized and decentralized decision making.
2. Is there any trade-off among the economic goals of freedom, security, and growth? Compare the trade-offs within and between the two systems.
3. Which system would you prefer? Why? Would all persons within this country probably prefer one or the other system? Which one? What would account for the differences in choice?
4. Although our system is largely a free market (i.e., capitalist, laissez-faire) system, can one identify features that resemble those of command economics?

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MONEY MARKET

Have each student bring to class the stock listings from a newspaper. Divide the class into small groups or pairs. Have each team or pair locate and identify the New York Stock Exchange companies listed below. Have them determine what the closing price per share was for that particular day and give an example of the product or service that each company provides.

Allot an imaginary amount of money ($5,000) to each student to invest as he/she chooses in any corporation listed, with the following stipulations: the student must buy a minimum of 100 shares and allow a 10% brokerage fee in buying and selling the stocks. Have students list the stocks they choose and keep a weekly journal of the market price of the stocks. At the end of a specified time (six weeks to three months) have the students sell their stocks and determine the profit/loss margin.

IBM
TEXACO
GENERAL MOTORS
XEROX
HILTON
U.S. STEEL
POLAROID
RCA
SAMBO'S
MATTEL
HOLIDAY INN
RALSTON PURINA
HONDA
DOW CHEMICAL
DR. PEPPER
GULF OIL
McDONALDS
DEERE
BRANIFF
BOEING

EDITORIAL

Have students write a letter to the editor of a local newspaper defending or attacking cuts in federal programs, such as school lunch and social welfare programs.

DEPRESSION INTERVIEW[1]

Have students interview senior citizens regarding their personal memories of the depression, their views of current economic problems, and their views of the possibility of another great depression.

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GROWTH OF LABOR UNIONS[1]

In order to demonstrate the progress labor has made in the last century, ask the students to present then-now reports on the following topics:

Wages and Fringe Benefits
Hours and Vacations
Health Plans
Employment of Women and Children
Retirement Benefits
Legality of Union Activities
Collective Bargaining

SOCIAL SECURITY GUEST SPEAKER

Invite a speaker from the local Social Security office to address the class on some aspect of Social Security, including current concerns about the stability of the system.

THE FEDERAL RESERVE SYSTEM

Assign students to write to the various Federal Reserve Banks for publications to add to the library or resource center collection.

MINIMUM WAGE LINE GRAPH

Ask students to draw a line graph indicating the increase in the minimum wage from 1938 to the present.

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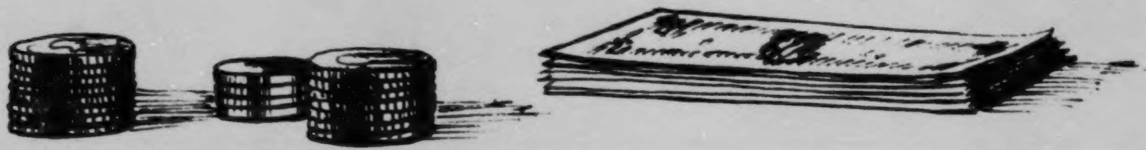
MONEY AND BANKING

The following small-group activities can be used for money and banking:

1. The group should elect a recorder. The task of the group is to imagine a world without money and to describe that world. The group's ideas are to be shared with the whole class.
2. The group should elect a recorder. The task of the group is to list all the services that a bank performs. The group should determine how a bank earns money. The group's ideas are to be shared with the whole class.
3. The groups should answer the same three questions and then compare their answers in a class discussion:
   - A. What effect would lowering reserve requirements have on the money supply?
   - B. Would an increase in the discount rate have the effect of increasing or decreasing the money supply? Explain your answer.
   - C. If you were a member of the Federal Open Market Committee of the Federal Reserve System and felt that too much money was in use, would you recommend selling or buying government securities? Explain your answer.



FEDERAL RESERVE SYSTEM MAP[1]

Have students use a colored pen to trace on an outilne map the boundaries of the twelve Federal Reserve Districts and print on the map the names of the cities in which the Federal Reserve Banks are located.

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CREATE A BUSINESS

Use this project in connection with the unit on the American economic system. It is an assignment done as homework but could be a class project. Students choose a business they are interested in; decide whether it will be a sole proprietorship, partnership, or corporation; and tell why they chose it. Students must tell how they will get the money to start the business; how many employees will be needed and the duties of each; hours of business; and how wages will be paid. The last part of the assignment deals with advertising. Each student draws an ad for a newspaper and a magazine and writes one for radio or television.

This is a good learning experience to stimulate students' imagination and incorporate many things they have studied in civics.

M.K., INC.
STOCK CERTIFICATE

GEOGRAPHY

USING A U.S. MAP TO FIND ANSWERS

This activity provides students with an opportunity to sharpen map skills, to examine advantages and disadvantages of having or not having coastlines, and to explore advantages and disadvantages of political boundaries. Display United States maps around the room or use individual atlases.

Questions:

1. How many states are landlocked?
2. Which states share a border with eight other states?
   Seven other states?
   Six other states?
   Five other states?
   Four other states?
   Three other states?
   Fewer than three other states?
3. How many states, and which ones, have an international boundary?
4. How many of the above categories does your state fit into?

Follow-up Questions:

1. Is it an advantage or disadvantage for a state to be landlocked? Give reasons.
2. Is it an advantage or disadvantage for a state to have a coastline? Give reasons.
3. Which is better--to share borders with many states or with only a few states? Why?
4. Is it an advantage or disadvantage to have an international border? Why?
5. Is there any political, economic, or psychological significance to sharing boundaries with other states or countries? Give reasons.
6. Analyze the position of your state. What are its advantages and disadvantages?

Variations or Extensions:

1. Using maps of a continent, ask the same or similar questions as above, pertaining to bordering countries.
2. Using a state map, ask similar questions pertaining to cities.

INTERNATIONAL SHOPPERS' MART

Divide the class into small groups. Provide old magazines and poster board for each group. Instruct students to make a collage of products from foreign countries. Each group will present their collage to the class, asking questions about the country from which the products are imported. Sample questions follow:

1. A brand of camera popular in the United States is ___________. Where did it come from?
2. What small Japanese car was found on the collage?
3. What British car appeared on the collage?
4. What famous chocolate bar did you find on the collage and where did the cocoa beans come from?
5. What television set did you see on the collage? What country produced it?

ALMANAC ACTION

This activity allows students to compare their state with other areas in several categories. Almanacs are needed for each group of two or three students.

Using statistics from the almanac, students compare their state with another country of similar geography in categories such as the following:

1. number of years of schooling
2. literacy rate
3. population density
4. percentage of various ethnic groups
5. language spoken
6. industry
7. chief crops
8. life expectancy at birth

INTERDEPENDENCY BETWEEN COUNTRIES

This activity is designed to acquaint students with the meaning of the term "interdependency" and aid them in gaining an understanding of the term. After the game, the teacher should emphasize that although countries may specialize in manufacturing certain products and often compete with other countries, they are all dependent upon one another for resources and for successful trade.

Interdependency Game

- I. Materials
  - A. Four colors of 9" x 12" construction paper with the following distribution: blue - 10 pieces, red - 5 pieces, yellow - 2 pieces, white - 1 piece
  - B. Four pairs of scissors
  - C. Four rulers
  - D. Three red crayons and two blue crayons
  - E. $1,000 in play money
- II. Procedure
  - A. Divide the class into five groups.
    1. Two large groups, each representing a large country
    2. Three small groups, each representing a small country
    3. Group sizes may vary according to class size.
  - B. Some students may be used as quality control officials who measure the accuracy of the products made and record which countries have completed each product.
  - C. Distribute materials carefully.
    1. One large group receives: 5 pieces of blue paper, 2 pieces of red paper, 1 pair of scissors, 1 red crayon, $200.
    2. Second large group receives: 2 pieces of blue paper, 1 piece of red paper, 1 pair of scissors, 1 ruler, $300.
    3. One small group receives: 1 piece of blue paper, 1 piece of yellow paper, 1 ruler, 1 red crayon, $200.

4. Second small group receives: 2 pieces of blue paper, 1 pair of scissors, 2 rulers, 1 blue crayon, $200.
5. Third small group receives: 2 pieces of red paper, 1 piece of yellow paper, 1 piece of white paper, 1 pair of scissors, 1 red crayon, 1 blue crayon, $100.

D. Explain that each group represents a different country with correspondingly different resources.
   1. Each "country" is to "manufacture" certain specified products in order to exist successfully in an economically competitive society. No country has all the resources necessary to complete all the products itself.
   2. The list of products to be made may be repeated only if the county has completed the entire list the first time. (The products do not have to be made in any certain order.)

E. Write this list of required products on the overhead projector or chalkboard:
   1. 3" red square
   2. blue right triangle
   3. yellow rectangle
   4. white trapezoid
   5. 3" red line on blue rectangle 4" x 5"
   6. circle drawn by blue crayon 3" in diameter on red square 4" x 4"
   7. red line 2" long on 2" white square
   8. blue triangle 3" on each side
   9. yellow circle 1" in diameter

F. Bargaining must be restricted.
   1. All trades or sales are final.
   2. No lending may occur.
   3. Each country should appoint one bargaining agent to do business with the other countries and one agent to get their products checked.

III. Evaluation

- A. Which group "won"?
- B. Which group(s) had the advantage?
  - 1. What advantages did the larger groups have?
  - 2. What advantages did the smaller groups have?
- C. What were the rare resources?
- D. What were the common resources?
- E. Could any country have manufactured all the items by itself?
  - 1. Why?
- F. Make a general statement about the availability of resources and the manufacturing of products in various countries. (Countries are dependent on other countries for resources as well as manufactured goods.)

GEOGRAPHICAL FEATURE WANT ADS

This activity gives students an opportunity to select features of a state that they feel might appeal to others, such as skiing, boating, or exploring caves, and to "sell" the features in a classified ad. Have students give reasons for the features they include in their ads.

MAP BINGO

Prepare a class-size set of bingo cards. Write the names of as many different states on each card as possible, leaving the center square as a free space. Each card should be arranged differently. Prepare fifty 3" x 5" cards with the name of a state on each.

Show the class a blank map of the United States. (This could be a transparency or a commercially prepared wall map.) Draw the name of a state from the stack of cards. Do not let the students see the card. Point to the state on the map, but do not say its name. Those students who have the state on their bingo card should place a marker over the square. When a student has five squares covered in a row, up and down, across, or diagonally, he/she calls out "Bingo."

Check to be sure students did not cover a state that was not shown. This activity helps students learn the location and the shape of each state. A variation would involve providing the students the name of a capital city and having them place a marker over the correct state.

MAP READING

One way to help students learn to read maps effectively is to follow this three-step process:

1. What do you see? Ask students to state in words what they see on paper. They should mention colors, shapes, dots of various sizes, words of different types and sizes, a key, and other things.
2. What can we learn from this map? At this point ask students to specify the symbols and the things they represent. Encourage the students to use the key for this part of the activity. Have students list as many facts as they can, based upon their observations of the map. The list could be large.
3. What was the main thing that the cartographer wanted us to learn from this map? This question helps us to summarize the map.

WHERE YOU LIVE

Have the students research the past of the plot of land they live on. Have them answer the following questions:

1. What is the quality of the soil? How was it formed geologically?
2. How did this land look before it was built on?
3. How did various people who lived there use the land?
4. How did previous owners feel about the land?

YOUR OWN PIECE OF EARTH[1]

Tell students to visit a spot in their community or nearby where they think the land has been least affected by people. This may be woods outside of town or a vacant lot in town. Have them observe the plants, soil, insects, and water runoff and try to imagine how the whole community area must have looked before people settled there. Encourage students to supplement their imagination with a visit to a library or museum. Their report may be written, tape-recorded, photographed, or presented to the whole class.

MATCH THE SPORT TO THE LOCATION

Instruct students to list five sports and identify the location within a state where the sport is a popular vacation activity. Some examples follow:

Sport	Vacation Spot	State
Hiking	Rocky Mountain National Park	Colorado
Auto racing	Indianapolis	Indiana
Water skiing	Lake Tenkiller	Oklahoma

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[1] From Intercom #87, Global Perspectives: The Human Dimension, published by Global Perspectives in Education, Inc., 218 E. 18th St., New York, NY 10003. Copyright ©1977; reprinted by permission.

CULTURAL DIVERSITY

Learning activities for examining cultural diversity:

1. Locate on appropriate maps the places from which specific ethnic groups came, where they settled in the United States, and why they settled there.
2. Select from a newspaper or from periodicals articles dealing with contemporary urban migrants or immigrants, and compare their experiences to those of immigrants of another time.

STATELY STOPS

The object of this activity is to identify the location of each vacation spot. Use the following list or ask the students to generate a list of vacation spots.

1. Carlsbad Caverns
2. Gatlinburg
3. Estes Park
4. Black Mesa State Park
5. Okoboji (lake country resort)
6. Alamo
7. Hershey
8. Wyandotte Cave
9. Harpers Ferry
10. Hyde Park
11. Apostle Islands
12. Sun Valley
13. Mammoth Caves
14. White Sulphur Springs
15. Pocono Mountains
16. Las Vegas
17. Monument Valley
18. White Sands National Monument
19. Bryce Canyon National Park
20. Lookout Mountain

IT COULDN'T HAPPEN HERE, OR COULD IT?

In this activity students explore the geographical individuality of their area. A class set of newspapers is needed. In groups of five or six, students find and clip out stories that couldn't happen in their locale and tell why. (For example, tidal waves do not occur in landlocked states.) Then the activity is reversed: students find stories that could happen in their area and explain why.

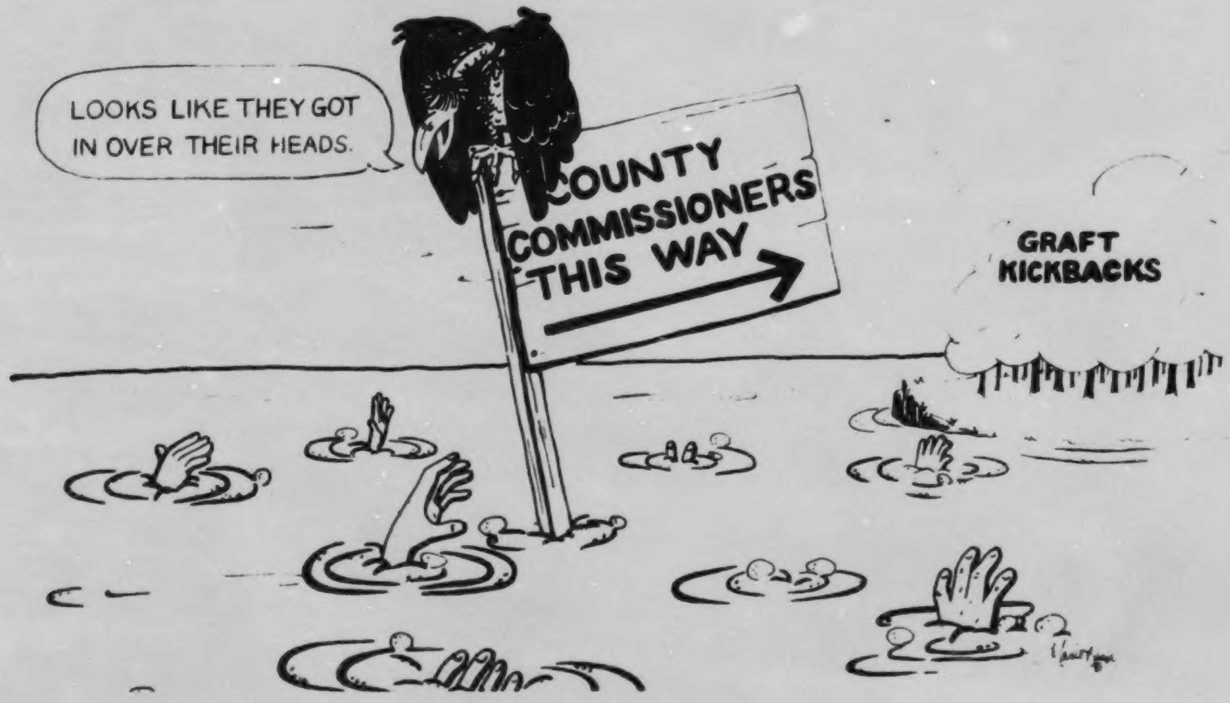
GOVERNMENT

LAW ARTICLE SCRAPBOOK

For one month have each student collect articles concerning the role law plays in everyday life. The articles should be placed in a scrapbook that has been divided into sections according to the various state and federal courts. The students determine which court has jurisdiction in the matter described in the article and then place the article in the appropriate section of the scrapbook. At the end of the month have students share with the class the articles they collected and the courts that they think would have jurisdiction in each situation. Have the other members of the class tell whether or not they agree with the classification and why.

CARTOON TRANSPARENCIES

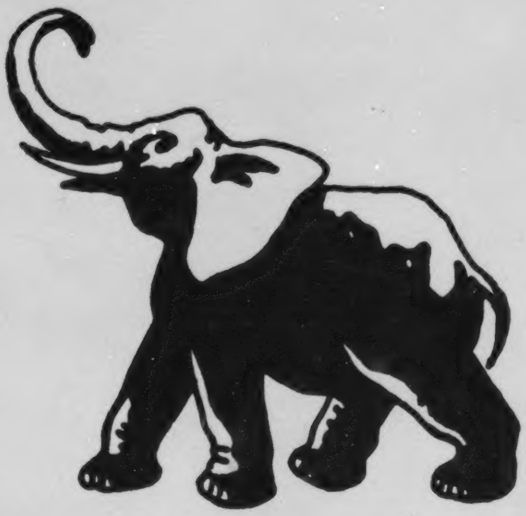
Make a political cartoon into a transparency for an overhead projector. Use the cartoon to stimulate discussion. Ask students the following questions: What does the cartoon say? Do you agree or disagree? What do you need to know to understand this cartoon?


LOOKS LIKE THEY GOT IN OVER THEIR HEADS.
COUNTY COMMISSIONERS THIS WAY
GRAFT KICKBACKS

POLITICAL JUMBLE

Give the students a list of scrambled government terms. Have the students unscramble the terms and give their definitions.

1. primary
2. electoral college
3. campaign
4. convention
5. jurisprudence
6. secret ballot
7. bicameral
8. victory
9. federalism
10. liberalism
11. conservatism
12. republican
13. democrat
14. party
15. candidate
16. nominee
17. elastic clause
18. platform



FAMOUS QUOTES

Give students a list of famous quotations and have them identify the persons quoted. Ask them to explain the meaning of the quotation in the context of the time in history when the person made the remark.

Example:

Calvin Coolidge "A chicken in every pot and a car in every garage."

GOVERNMENT IN ACTION

The following activities comprise an experiential course in government beyond the traditional textbook approach.

I. Field Trips

   A. State government. Invite a state senator or representative to speak to your class. Plan a trip to tour the capitol when the legislature is in session, and arrange for the students to discuss the session with their representatives.

   B. City government. Arrange a visit to the city offices. Plan to attend a city council meeting. Visit the police station. Invite a representative from the police to visit the class and answer questions that arise from the field trip.

   C. Courts. Coordinate a visit to a court when a trial is in session. Visit the county jail.

   D. Juvenile detention center. Arrange to visit a juvenile detention center. Invite a juvenile probation officer to visit the class after the visit.

   E. Federal office building. Visit a federal office building if possible. Have a government official discuss current issues with the students.

   F. Polling place. Invite a speaker from the League of Women Voters or the county election board to speak on the topic of citizenship. Visit a polling place during an election.

   G. Mass media. Visit a local television or radio station to view news reporting.

II. Simulation

Prepare a mock trial, simulating a drug case.

III. Projects

Students may choose a topic for research.

IV. Films, Filmstrips, and Other Resource Materials

A. Conduct a class discussion about the future and ask students to suggest a variety of predictions for the year 2000. Use the following book and films to expand this discussion.

1. "Future Shock," narrated by Orson Wells, based on Alvin Toffler's worldwide best seller; and "Unexplained," a documentary film of the future dealing with the extensive range of unexplained realities on and outside the earth, are excellent resources for class discussions about the future.

2. "The Incredible Voyage of O'Gulliver," a film presented by the Public Service Co. of Oklahoma, demonstrates unnecessary government intervention in the lives and affairs of all of us and shows how the basic system of checks and balances in our government is being undermined.

B. To supplement an in-depth study of the Bill of Rights, the filmstrips "Right to Go to School" and "Right of Our Fundamental Freedoms of Religion, Assembly and Press" should be shown to the students.

C. The film "Law Making Process" shows the students what they experienced at the legislative session.

D. The film "Child Rated X" develops another side of the trials and tribulations of young people sent to detention centers.

E. American Government and Politics by Steinberg is the textbook used throughout the experiential government course. It adds much needed theoretical knowledge. Regular written assignments should be given.

NAME FAME FLASH

Certain presidents are associated with certain objects or achievements. The object of this activity is to have students design a flash card game in which a picture is associated with a president. Divide the class into small groups. Give each group a list of names of presidents. The students must design a picture on a card to go with each name on their list. Use the cards to play the game in class. The team identifying the most cards is the winner. Examples:

Picture	President
log cabin	Abraham Lincoln
rocking chair	John F. Kennedy
copy of Declaration of Independence	Thomas Jefferson
five-gallon hat	Lyndon B. Johnson

MOCK TRIAL

For this activity materials on mock trials can be obtained from the Oklahoma Law-Focused Education Project, Center for Continuing Education, University of Oklahoma; or from the Social Studies Specialist, State Department of Education. Allow at least one week to prepare, conduct, and discuss the project. Prior to the trial invite speakers (police officer, attorney, judge) to class. If possible, visit a court in session to observe the actual judicial process.

Every student in class should be actively involved. The trial can be videotaped for reuse with other classes or study sessions.

If time allows, students may want to write an original mock trial script after they finish the first one. This allows the opportunity to determine points of law involved, identify correct procedures, etc.

PARTY "POLITICKING"

Every presidential candidate, when hitting the campaign trail, concentrates on "politicking" in those states with the most electoral votes. In this game the team with the majority of these electoral votes will win the election.

Present a list with the states and their electoral value by writing it on the chalkboard or on a handout. The class is then divided into two teams. The team that goes first will choose a state, with that state's electoral vote value in mind. The higher the vote value of the state, the more difficult the question. If the team answers the question correctly, they receive the electoral votes of that state. But if the team misses the question, they do not score. The other team may try to answer it in addition to taking their regular turn. The team receiving the majority of electoral votes will win the election.

Examples:

1. Alabama: 8 - Which one of the following states does not have presidential primaries?
   Oregon Wisconsin South Carolina California
2. California: 40 - Who was the first Roman Catholic to run for president?
   Wendell Wilkie Alfred Smith John F. Kennedy

ELECTION SIMULATION

Choose a particular election in history for a class simulation. Allow at least three class periods for the simulation.

First day: Students receive materials, including a background essay, party position statement, ideas for candidates' speeches, and a bibliography. Factions, candidates, campaign managers, and voters are identified and assume roles. Outside reading assignments are made.

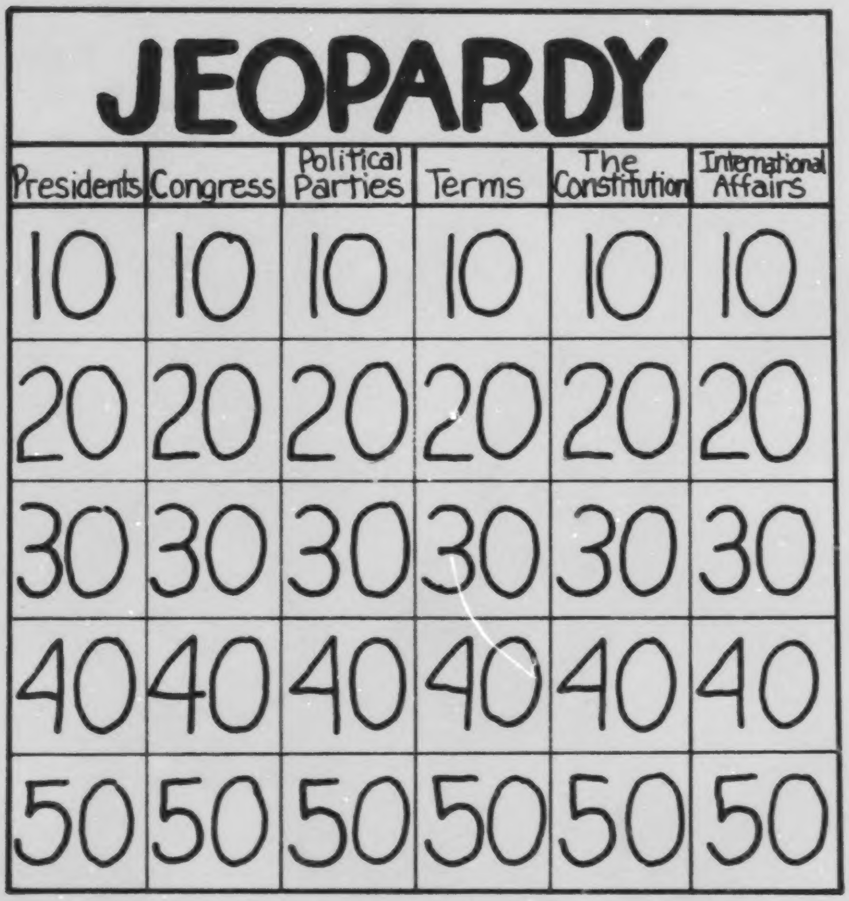
Second day: The main activity this period is candidates' speeches and questions for the candidates from opposing and uncommitted factions. Students continue to gather specific information and add information to party position outlines. Students then become involved with persuasion techniques.

Third day: This period simulates a national political convention with posters, campaign literature, and general ballyhoo. Then the balloting takes place. Students go through debriefing questions in groups. This may be followed by an objective or essay test.

This activity can be used in American history research to study a specific period in history. The study will include gathering data from original sources on historical background, major events of the period, collecting memorabilia from the period, news flashes, creative cartooning, humor, films, television, recordings, books, artists, and plays. Students are placed on cultural committees to look into the respective fields and make presentations to the class. The methods used may be verbal, artistic, audiovisual, or whatever appeals to the students.

GOVERNMENT JEOPARDY

This activity can be used for a test or semester review. It is based on the television game show "Jeopardy." Divide the class into two or three groups. Each group will write a script for the game, which will be played in class the next day. Categories are selected from the areas you have studied (Presidents, Congress, Political Parties, Terms, The Constitution, etc.). Five categories are suggested for each Jeopardy game. Select five questions for each category, from the simplest to the most difficult (10, 20, 30, 40, and 50 points). The questions from all groups will be used in a single elimination tournament.



JEOPARDY

Presidents	Congress	Political Parties	Terms	The Constitution	International Affairs
10	10	10	10	10	10
20	20	20	20	20	20
30	30	30	30	30	30
40	40	40	40	40	40
50	50	50	50	50	50

CONGRESSIONAL SUBCOMMITTEE

Role playing: Transform the class into a congressional subcommittee dealing with a bill to approve an additional $3 billion for military and economic aid to countries in Southeast Asia. Witnesses asked to appear might include a general, a lobbyist, a representative of an antiwar group, a Vietnam veteran, a munitions maker, and an ambassador from one of the countries involved. After a general discussion, let the committee vote either to recommend or to kill the bill.

HOW A BILL BECOMES LAW

Ask students to find a bill they are interested in on the House or Senate calendar. Assign the students to research the bill (e.g., why it is proposed, who proposed it, what the bill will change, etc.), decide whether they are for or against the bill, and write to their senator or congressional representative expressing their view on the bill. Then have them watch the papers and report to the class on how their senator or congressional representative voted on the bill.

Have students turn in their research on the bill and a copy of their letter. If the issue is of importance to the entire class (such as Social Security cuts), you could have the class write letters expressing their opinions. Most students are thrilled when they receive a reply.

PSYCHOLOGY

INTRODUCTION TO PSYCHOLOGY

The purpose of this activity is to clarify the definition of "psychology." Prepare two copies of the Sentence Completion Questionnaire for each student.

Give students one copy of the survey and ask them to complete each statement. Collect their responses and give them another blank copy to give to a person outside the class. Have students list the person's estimated age and sex, but not his/her name. Students should evaluate each response in terms of whether it is positive, negative, or neither toward psychology. This can lead into a discussion comparing the students' responses with those they collected.

SENTENCE COMPLETION QUESTIONNAIRE

1. Psychology is useful to people because
2. Psychology is popular with many people because
3. To me, common sense and psychology are
4. Some things psychologists tell us are
5. In terms of ability to judge people, psychologists
6. Psychologists should
7. Psychologists know less about behavior than
8. Psychology teaches you how to
9. By studying psychology, a person can
10. Psychologists can predict behavior by
11. Many psychologists are
12. As scientists, psychologists are

PROJECTS FOR PSYCHOLOGY

The following list includes ideas for projects for students to do and report in written form to the teacher:

1. If there is someone you have not been getting along with (parents, sisters, brothers, teachers, etc.), try to be very nice and polite to them for several days. See whether this changes the nature of your relationship.
2. Conduct a survey on a subject of interest to you (topics and questionnaires must be approved by the teacher).
3. Visit a school for exceptional children or a nursing home.
4. Interview a person whose work deals with psychology; e.g., a psychologist, a psychiatrist, a social worker, or anyone who has had psychological training.
5. Interview a person who is already working in your area of interest. Do his/her working conditions, salary, training, room for creativity, degree of freedom, and the advantages and disadvantages of his/her job meet your expectations? Why or why not?

SURVEY
1.
2.
3.
4.

ATTITUDES

Cross-sectional studies are one of the ways in which developmental psychologists study the process of aging. This is a cross-sectional study dealing with attitudes. Have students select two people from each of the following four categories: (a) their peers; (b) people who are their parents' age; (c) people who are their grandparents' age; (d) people who are younger than they. Then the students will present the questionnaire to the people they have selected and ask them to assign an age to each term. Ask students whether they see any consistent shifts in pattern of responses from one age group to another.

TERMS	YEARS
a. young	____________
b. maturity	____________
c. middle age	____________
d. old age	____________
e. retirement age	____________
f. age to get married (female)	____________
g. age to get married (male)	____________
h. prepared for parenthood (male)	____________
i. prepared for parenthood (female)	____________
j. expected life span	____________

IMPRESSIONS

Have students answer the following questions in a one-page paper: How do you analyze new instructors at the beginning of a term? On what do you base your impressions? How do your impressions affect how you behave toward each instructor? Have you ever changed your mind after getting the "wrong impression" about someone?

SURVEY

Have the students ask five people to rate their closest friend in comparison to themselves on the following scale.

1 = very different
2 = slightly different
3 = no judgement
4 = slightly similar
5 = very similar

Characteristic	Scale				
a. religious beliefs	1	2	3	4	5
b. attractiveness	1	2	3	4	5
c. political beliefs	1	2	3	4	5
d. educational level	1	2	3	4	5
e. use of leisure time	1	2	3	4	5
f. economic background	1	2	3	4	5
g. attitudes toward drugs	1	2	3	4	5
h. attitudes toward premarital sex	1	2	3	4	5
i. favorite foods	1	2	3	4	5
j. hobbies	1	2	3	4	5

Ask the students, "Do your findings indicate that friends tend to be alike?" Have the students make comparisons and contrasts and draw conclusions.

COVER UP

Have students describe in a one-page paper several situations in which they either "put on an act" or disguised their true feeling regarding a person or situation. Have them assess whether their deception occurred consciously or unconsciously.

TRICKS WITH TRANSPARENCIES

For this activity you will need colorful magazine pictures, clear contact paper, a wooden or metal spoon, a plastic dishpan filled with water, spray varnish, and an overhead projector.

Before demonstrating to the class, you should:

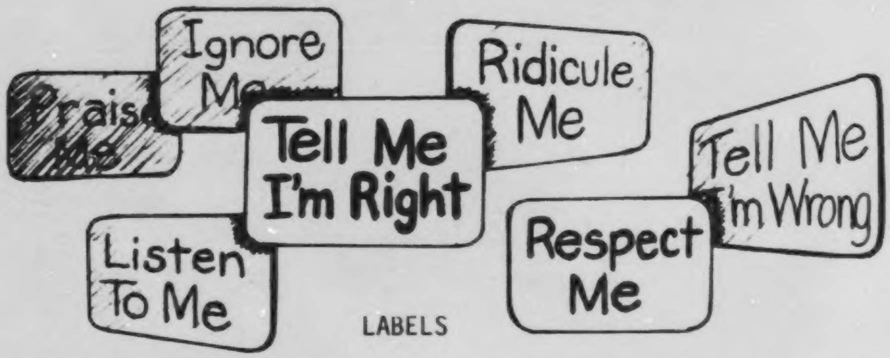
1. Cut contact paper to the size of the picture.
2. Place the picture face down on the adhesive side of the contact paper.
3. Using the back of the spoon, rub the entire surface of the picture. Press very hard.
4. Place the picture in water for a new minutes. Peel the picture from the contact paper.
5. Dry the transparency and spray it with varnish.

Once these steps have been accomplished, have students make their own transparencies to use on the overhead projector and create their own writing lesson for the class. For a display, transparencies may be taped to the windows and stories placed underneath.

Note: This is a very inexpensive way of "copying" pictures for transparencies that will put some pizazz into lectures.

BODY LANGUAGE

Ask students to examine the interactions between members of their family, their friends, or even strangers. Tell them to pay as little attention as possible to verbal interaction and to note instead proximity, posture, gesture, facial expression, eye contact, relative position, and nonlinguistic verbal cues. Have students answer the following questions in a one-page paper: Are you able to interpret the body language? Does this nonverbal communication conflict with what people communicate verbally? What happens if you reply verbally to nonverbal messages?



LABELS

The purpose of this activity is to demonstrate the impact of our environment on our normal behavior; as that environment changes, so does our behavior.

Tell your students that you are going to place a strip of masking tape on their forehead. The tape will have a label on it, but they are not to look at their own labels. Divide your class into groups of seven, and distribute enough strips of tape for everyone. If there are several students left over, use them to observe or prod the groups of seven. (It is important that each group have seven members.) Give each group a topic to debate--one that you are sure they will not be able to resolve. Tell them they have fifteen minutes in which to reach a unanimous group decision endorsing or rejecting the topic statement. Use such statements as "Women should be treated by the military exactly as men are"; "Anyone who can make it to the polls should be allowed to vote." Or use any local controversial issue on which a diversity of opinions is assured.

Start the debate within each group, but add the following restrictions: Each member of each group must react to comments by every other member of the group in terms of the label on the person's forehead. There are to be no exceptions. The labels to be used are as follows:

1. Tell Me I'm Right
2. Tell Me I'm Wrong
3. Praise Me
4. Ridicule Me
5. Ignore Me
6. Listen to Me
7. Respect Me

Walk around the room and remind students to obey the labels absolutely. You can heighten the effect by giving the "Ignore Me" label to the most outgoing member in each group and the "Listen to Me" label to a student who doesn't often speak up in class.

Once the exercise is completed, have each student try to guess the label that is on his/her forehead. Ask, "How was the performance of individual members of your group influenced when you reacted to them not as you usually do, but solely in terms of their labels?"

This game can be used to illustrate social learning theory in psychology or to show the impact of stereotyping behavior or people.

LOVE

One of the most difficult emotions to define is love. Ask the students, "What is your definition of love? Does this definition apply to love between family members and between friends as well as to romantic love?"

Have students write a minimum of one page on what love means to them. They may write about any type of love that they have experienced. Caution the students to make sure the paper contains facts and is not a product of their imagination.

SURVIVE

Tell students to pretend that they and five other people will be the only survivors on earth after an atomic holocaust. Have students tell in a one-page paper what five people they would choose to be with and why they would select those people. Remind the students to examine qualifications and make their selections carefully, because they will have to work with the people as a team in order to survive.

WORLD CHAMPIONSHIP PAPER-AIRPLANE CONTEST

Information: One of the best ways to discuss and understand group processes and the contributions of individuals to a group process is to initiate a group activity and then analyze the process itself once the activity is completed.

Materials: Have available a stack of 8 1/2" x 11" paper. Felt-tip markers, crayons, paint, and brushes are optional; glue is recommended. Duplicate enough copies of the instruction sheet so that each group has at least one. Timing can be done with a watch, clock, or stopwatch.

Class Preparation: Start with a question: Why do most classrooms have high ceilings? Answer: So that paper airplanes can fly better. The fascination of paper airplanes extends from kindergarteners to scientists. Even Scientific American ran a paper-plane contest in the mid-70s, soliciting entries from all over the United States, so why not do it in your small-group class?

Procedure: Divide your class into two groups of equal number. One will act as observers, the other as participants. Then divide the participants and observers into separate groups of four or five students each. Pass out the instruction sheets. The contest should be conducted in accord with the printed rules, and one group's design should be selected as the winner. Each group of observers should, if possible, sit in a circle outside the circle formed by the participants making an airplane. Allow fifteen minutes for building, and then conduct the judging. Once this is completed, observers and participants should discuss how each of the builders took part in the group process. Each builder should reflect on his/her behavior, determining as clearly as possible how he/she functioned and why. The process should then be repeated with the roles reversed. The builders' behavior might be different because they know they are being observed and because (unlike the first group) they are likely to be more sensitive to soliciting information and opinions from each participant.

Follow-up: Once the second contest is completed, discuss the differences between the two sessions and the reasons for the differences.

Units of Study This Game Applies to Psychology: This game is a great lead-in to the study of motivation: why we do what we do. Also, for better small-group discussions, games like this help the students understand the group process and how each person's contribution in a group is important.

* * * * * * * * * * * * * * * * * *

AIRPLANE CONTEST PARTICIPANTS
INSTRUCTION SHEET

Your group is to compete with the other group to produce the world's best paper airplane. You must use the paper provided, but you can add any of your own material. Your group must produce one plane. Here is how the final planes will be judged.

Airworthiness: Ten points for every second the plane remains in the air. Time is kept from the time the plane leaves your hand until it makes contact with some other object. A plane that stays in the air for 3.2 seconds would receive 32 points.

Accuracy: Planes will be thrown at a target from 12 feet. Each plane will be thrown at the target twice and will receive ten points for each hit. The target could be a window or an area of a wall or chalkboard.

Design: Ten points awarded by the judge to those planes that show some attempt at artistic design.

You will be given fifteen minutes. Timing will be done with a stopwatch.

SOCIOLOGY

ADVERTISING AND PROPAGANDA

Have the students cut out four advertisements from a newspaper or magazine and identify the propaganda techniques used in each. Ask the following questions: Why do you think these techniques were used? How effective is the technique to you? Why or why not?

MARRIAGE AND FAMILY

Have students write a four-page report on marriage and family life in another culture or subculture, including their forms of courtship, marriage, and family living. Have them compare the family relationships they report on with their own. Remind students to list their sources of information.

GROUP DECISION MAKING

Have the students pretend that they are the president of the United States, facing an important strategic decision, and that they have called a meeting of their cabinet to ask the members' advice. Ask them, "What sociological information about group decision making would be helpful to you? How would you use this information?"

SOCIALIZATION--THE SCHOOLS

Remind the students that the school is an important agent of socialization. Have them evaluate the educational system of America and in a written report compare the American system with that of another country. Ask them to answer the following questions in their report: Using the theories of socialization, how well do you feel the school does in meeting the needs of growing children? What values does the school teach? In what areas do you agree or disagree with the system?

SURVEY OF ATTITUDES ON MARRIAGE AND FAMILY

Instruct the students to conduct a survey regarding values on marriage or family life. Students should have at least four questions, which should be as objective as possible. Have them survey at least twenty participants, including participants who have varying social characteristics. Finally, have them write a summary describing how they conducted their survey, giving the final results, and evaluating why they consider it a valid or invalid survey.

DIVORCE INTERVIEW

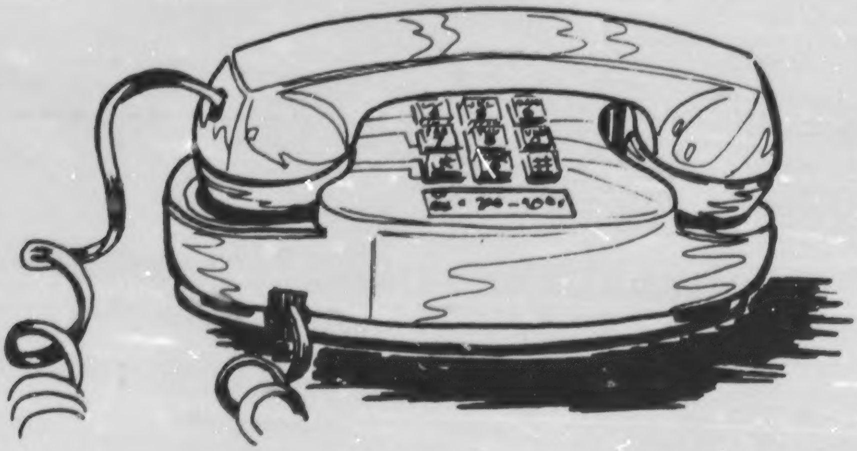
Instruct the students to interview a lawyer about divorce. Have them prepare a list of questions about grounds for divorce, property settlement, custody rights, and emotional problems of clients. Then have them write a report drawing conclusions and including the name of the lawyer who was interviewed.

DIVORCE/CUSTODY

This activity can be used for discussion or a written assignment. Discuss that mothers traditionally have assumed custody of children following divorce but that recently more fathers have been granted custody. Ask students the following questions: How do you feel about this? What criteria should be used for granting custody? What special problems do you think a single father might have? Some mothers want to give up custody of their children. How do you feel about this? Explain.

INVENTIONS AND CULTURE

Have each student select one major invention and write a three-page report on its development. Have them include in the report why the invention came about, what effects the invention has had on our culture, and whether the effects have been positive or negative.



JUVENILE DELINQUENCY

Tell the students to write an essay concerning their beliefs as to the causes of juvenile delinquency. Have them answer the question, What specific things could be done in the community to reduce juvenile delinquency? Have them include their opinion on whether or not juveniles should be certified as adults and punished as adults. Also have them include the theories about the causes of crime from the textbook and explain which theory they consider the most valid and why.

BELONGING TO GROUPS

Call to the students' attention that the student body in school is composed of many groups with which students identify. Have the students list the groups that they feel exist in the school. Have them tell what traits are common among the members of a specified group. Ask, "In what group would you place yourself?"

CRIME LOG

Instruct students to keep a log of all crimes reported in a daily newspaper. Students should list how they think each crime could have been prevented.

CRIME

Instruct the students to watch a television show that deals with crime. Then have them answer the following:

1. Name of the show.
2. Brief description of story. How realistic do you feel it was? Why?
3. Kind of crime (felony or misdemeanor).
4. Crime against person, property, or social value?
5. Kind of criminal (juvenile delinquent, professional, white collar, etc.).
6. Which theory best describes why the person became a criminal? (See textbook.)
7. What happended to the criminal? How do you feel the criminal should be treated?

Students may give their answers in written reports or oral presentations.

DEATH PENALTY

Explain the format of a position paper to the class and have students write such a paper on the topic "The death penalty should be used for certain crimes." Students will agree or disagree, explain why, and tell for what crimes. After they have written their essay, have them research this controversial issue in a book or magazine and compare their feelings with what they read. Remind then to quote their sources.

AUTOBIOGRAPHY--SOCIOLOGY

Have students write an autobiography on the events and people in their life that affected their socialization and analyze how and why their attitudes have changed. Have them explain what kind of person they hope to be in the future and tell what they are doing today to prepare for that future. Remind them to include information about their interaction with parents, siblings, relatives, teachers, and friends.

TELEVISION AND SOCIALIZATION

Discuss with the class the concept of socialization and how television is one of the main agents of socialization. Instruct the students to watch two programs especially designed for children in order to be prepared to discuss learning to feel good about oneself, sharing, self-confidence, leadership, group participation, etc. Ask students to tell how they feel about these programs and to give specific examples from the shows to make their points. Suggested programs are "Sesame Street," "Mister Rogers," "Electric Company," "Captain Kangaroo," "Zoom."

NONCONFORMITY

Instruct the students to either wear shoes that do not match or body-paint a flower on their cheeks. Have them write down all the reactions they get from people and draw conclusions about the reactions they get. Ask how they felt about being a nonconformist. Then ask what kind of scientific method of study this activity is. A report can be written or presented orally to the teacher or the whole class.

CASE STUDY OF RIOTS OR PANICS

Instruct the students to use magazines, newspapers, or history books to prepare a case study of a panic or riot. Possible topics might include the stock market crash of October, 1929; riots in Newark, New Jersey; riots in Detroit in July, 1967; riots at the Democratic National Convention of July, 1968, in Chicago; or the electrical blackout in New York City, 1977.

ASSEMBLY LINE

The purpose of this activity is to help students appreciate the problems of modern work conditions caused by technology and mass production. Student chairs should be lined up to form an assembly line. A semicircle may be used if space is limited. The assembly line is to produce the product as accurately and as rapidly as possible. The product is a geometrical design. The design's lines are labeled "A," "B," "C," "D," etc., and each line's length is given. Each student is responsible for drawing one line as accurately as possible. The paper is then passed down the line for the next student to draw another line in the design. At the end of the line some students will assume the role of 'checkers." They will mark with red pencils any errors made, such as an incorrect length. A few students will sit on the side as "unemployed persons." The teacher will assume the role of "the boss." The workers on the assembly line are told they will receive bonus points for every ten perfect products produced. They will lose points for every ten products that are not perfect. During production, the teacher should fire some students and hire new ones from the unemployed ranks. Any complaining or talking during production time will also result in being fired. After a few minutes of production the teacher may promote some of the workers to "foremen." These students will leave the line to help supervise accuracy and speed. They also will have the power to hire and fire.

At the end of the activity students should be ready to discuss some of the problems faced by employees of factories. This discussion might include feelings toward enforcement of arbitrary rules, boredom of repetitious tasks, fears about job security, and feelings of alienation between labor and management. Finally, students might be allowed to decide how the bonus points should be distributed. For example, should "unemployed" students receive points or only those in the assembly line at the end of the activity?

SURVEYS

Have students choose a subject that interests them as the topic of a survey. Divide them into groups and have them brainstorm to develop as many questions on the topic as possible. Then have them organize their ideas and discard any poor or similar questions.

A survey form is then typed, copied, and distributed to the students. Each student should be given at least ten copies of the form in order to poll their peers at school. If your school has a computer math class, enlist their cooperation to tally the answers. From this tally the students will form conclusions about how the student body feels on the issue.

This type of activity helps students discover how to make a survey using the scientific method of gathering data and how their peers feel about the topic of the survey. If computers are used, the activity helps students discover how computers aid in calculating and analyzing survey results and how important the computer is in our society.

GENERATION GAP SURVEY

Duplicate and distribute copies of the following activity.

Much has been written about the "generation gap." The following survey will attempt to determine whether the gap is real or imagined. Present the questions given below to five of your friends. Ask them to check their level of agreement or disagreement. Then ask them to respond the way they think their parents would respond. We now have a measure of their attitudes and the way they perceive their parents' attitudes. Do they see them as different? If so, which topics highlight the difference?

The second part of the experiment consists of your giving the same questionnaire to the parents of your friends and finding out how they would actually respond. Were they misperceived by their children? Are their reactions similar to those predicted by their children?

1 = strongly agree
2 = slightly agree
3 = no opinion
4 = slightly disagree
5 = strongly disagree

a. Premarital sex is all right if the people care for each other.
1 2 3 4 5

b. People who join public protests against the government should be punished.
1 2 3 4 5

c. Marijuana should be legalized.
1 2 3 4 5

d. It is too easy today to get a divorce.
1 2 3 4 5

e. College students are not responsible enough to get married.
1 2 3 4 5

f. Young people have lost all respect for tradition and customs.

1 2 3 4 5

g. Without religion, life is meaningless.

1 2 3 4 5

h. Women are becoming too pushy and demanding in areas where they are not prepared to compete with men.

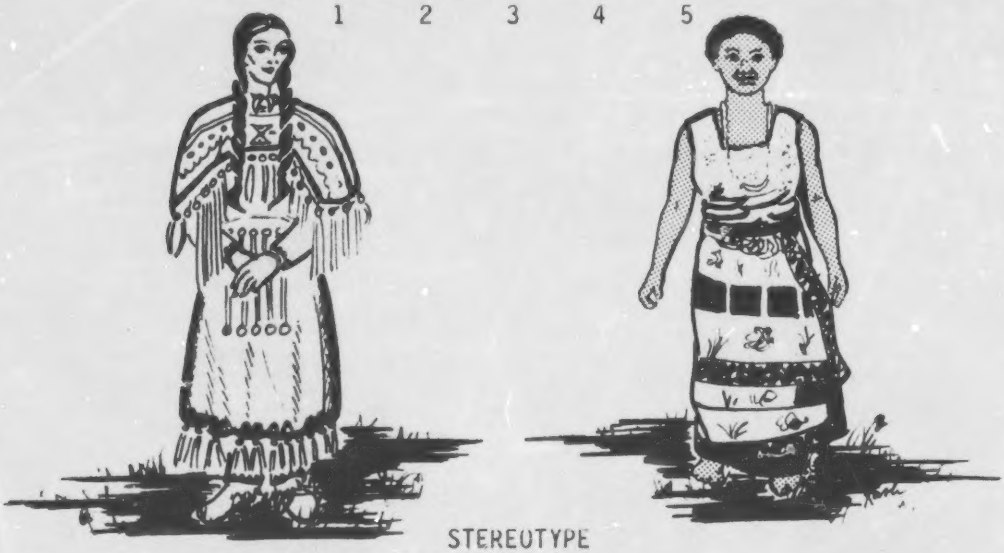
1 2 3 4 5

i. Until a child can become financially self-sufficient, he/she should obey his/her parents.

1 2 3 4 5

j. Until someone gets married, he/she should live with his/her parents.

1 2 3 4 5



STEREOTYPE

Suggest to students that we may think that stereotyping does not influence us. Ask students to watch television programs about a detective, a black family, and an independent woman. Then have students write at least one page to answer the following questions: What character traits does each have? Do we laugh at some of these characterizations when they do not fit the stereotypes? Which stereotypes do we not laugh at?

CHANGING SEX ROLES

Ask students to complete the following sentences:

a. What gripes me most about women is . . . .
b. What I like most about women is . . . .
c. What I like most about men is . . . .
d. What gripes me most about men is . . . .
e. On the job, a competitive woman is . . . .
f. Women who join movements like women's liberation are . . . .
g. A man who supports women's liberation is . . . .
h. Paying women less than men is . . . .
i. A self-sufficient and intelligent woman is . . . .
j. Warmth and friendliness in a man are . . . .
k. Emotionally, a man should . . . .

Using a content analysis of words actually used by the students, find out whether certain patterns appear. Ask students to classify these patterns with the following categories:

Reflects bias against men

Reflects bias against women

Reflects a popularly held opinion concerning men and women

Is essentially neutral

Use the following questions for class discussion.

1. Do there appear to be biases in this classroom against either males or females? To what extent are these biases shown?
2. Which of the eleven statements are concerned with a stereotypical male or female role? How many responses suggest outrage at a violation of an expected male or female role?
3. To what extent do concepts about male or female roles appear to be shaped by the popular media, e.g., magazines, cinema, TV?
4. Within a given medium (for instance, Seventeen and Family Circle) can you distinguish between different conceptions of female roles?
5. Does the culture promote notions of an "idealized" male and female role? If so, can you apply a particular "idealized role" to the

following: enterprising junior executive; intellectual; artist; classical musician; rock musician; ballet dancer? If you select the ballet dancer, how many students (a) automatically assume that it refers to a male, and (b) invest the male dancer with unflattering and effeminate traits?

6. Do students have an accompanying notion that certain male/female traits are inherently strong or weak? If so, (a) what does this mean, and (b) where did they pick up these meanings?

OKLAHOMA CITY
DETECTIVE
POLICE

LOCAL CRIME TRENDS

During one or two class periods the students will use statistics from the local police department to plot on a community map places where crimes occur. The students will note the type of crime and number of times the crime occurs. They may show crime trends by making bar graphs. Students will then discuss the reasons for the crime patterns they have discovered and consider possible ways to reduce local crimes.

FAMILY CONFLICT

Divide the students into small groups. Tell them to write a script that depicts a family conflict, then have them act out their scripts. Discuss how conflicts are resolved within families. Discuss the changing role of the family in our society and how role changes may lead to conflicts within families.

GROUP AFFILIATION

Suggest to the students that one way of testing the strength of their group affiliations is to determine how willing they would be to disassociate themselves from a group.

Duplicate and distribute copies of the survey and rating scale below and have students assess their own attitudes and willingness to leave the groups to which they belong. Then divide the students into groups of five or six to discuss their responses. Have them compare their answers and draw conclusions about their willingness to leave the specified groups. Encourage the students to give the same survey and rating scale to their friends and compare their friends' feelings with their own.

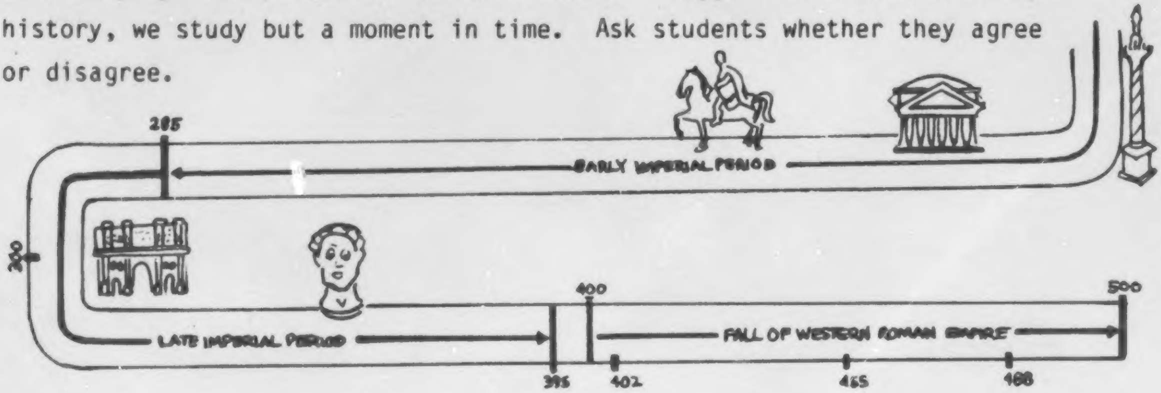
1 = desirable
2 = very willing
3 = willing
4 = prefer not to
5 = would do so only under absolute necessity
6 = could not consider the possibility

a.	change your school or college	1	2	3	4	5	6
b.	convert to another religion	1	2	3	4	5	6
c.	give up your citizenship	1	2	3	4	5	6
d.	move 3,000 miles from your family	1	2	3	4	5	6
e.	change your political affiliations	1	2	3	4	5	6
f.	quit a social group to which you belong	1	2	3	4	5	6
g.	move to another part of the country	1	2	3	4	5	6

WORLD HISTORY
AND
WORLD CULTURES

USING CHRONOLOGY

Draw a time line on the chalkboard. Ask students to come to the chalkboard and identify the segment of time that represents all of humankind's existence on earth and the segment that represents all of modern times since 1500. Students may be astounded to see that all of humankind's time on earth, as a segment of the time line, can barely be seen from the rear of the room, while the segment on modern times is seen only by the person at the chalkboard. Suggest that when we study history, we study but a moment in time. Ask students whether they agree or disagree.


285
EARLY IMPERIAL PERIOD
300
LATE IMPERIAL PERIOD
395
400
402
FALL OF WESTERN ROMAN EMPIRE
465
488
500

INDUSTRIAL REVOLUTION

For a lesson on the problems growing out of the Industrial Revolution, have the class interpret the following lines from Sara Cleghorn:

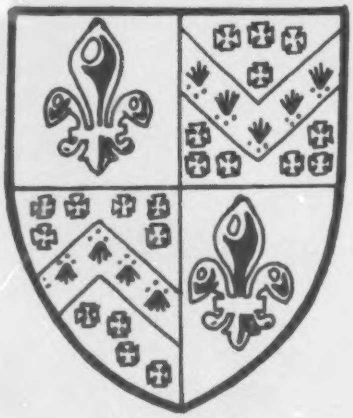
"The golf links be so near the mill . . . That almost every day . . .
The laboring children can look out and see the men at play."

CRUSADE DIARY

Tell the students to write a diary as if they were on a crusade to the holy lands. The events should be written in the first person and be historically accurate. The diaries can be presented orally to the class or turned in as an independent study assignment.

LIFE ON A FEUDAL MANOR

Divide the class into small groups. Assign them to write a script depicting life on a feudal manor. The presentations may be serious or humorous as long as they are historically accurate.



COAT OF ARMS

Instruct each student to design a coat of arms. The design should be in color with a written explanation of the symbols and colors used.

CANTERBURY TALES

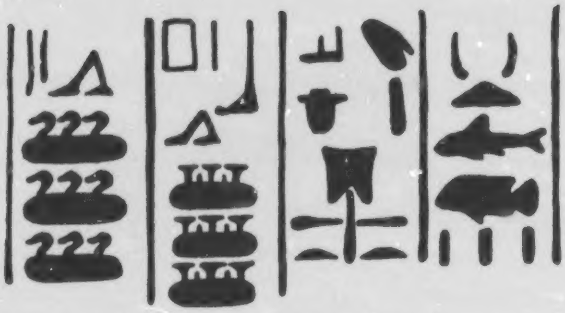
This activity using The Canterbury Tales by Chaucer can be used to enliven a study of the medieval period in world history.

Students are to dress up like a pilgrim from The Canterbury Tales. Each student is responsible for devising his or her own costume. After close scrutiny of the Prologue of The Canterbury Tales or a close reading of each particular pilgrim's story, the student should get a definite idea of the dress and accessories of the time period. A book on medieval clothing would help students in their research.

Chaucer wrote in rhymed couplets. Assign students to write clues or directions in rhymed couplets for their pilgrimage. On the day of the pilgrimage students will wear their costumes. Start from your own classroom, with the first clue read by the host or knight character. Follow the other clues until you have arrived at your destination, where you could have your own medieval feast (snacks, if desired).

A group size of ten to twenty students seems to work best. Below are suggested follow-up activities.

1. Have each student write a story set in modern times that is similar to the tale told by the character he or she portrayed.
2. Assign paper topics that deal with what students learned about the medieval period from their research or what inferences or conclusions they arrived at from portraying their character or watching the other students portray their characters.



CRADLES OF CIVILIZATION

After studying factors that help explain the development of Egyptian civilization, have students try to discover for themselves other areas where, because of similar conditions, other cradles of civilization might have been expected to develop. Ask students to find the location of those areas that have such features and to identify the civilizations that originated there.

INTRODUCTION: ROMAN EMPIRE

An effective way to start a unit on Rome is to use a map showing the growth of the Roman Empire and have students detect reasons that help explain Rome's growth. After exhausting the geographic factors, see what other factors might be properly used in explanation.

MOSLEM ARCHITECTURE

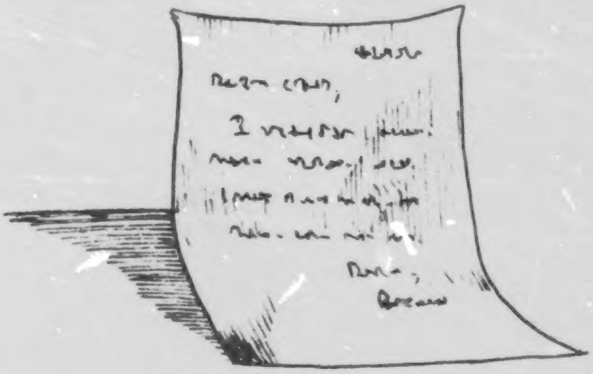
Assign as classwork or homework the preparation and presentation of a travel folder that describes the sights in such Moslem cities as Cairo, Baghdad, and Teheran. Have students use pictures clipped from old magazines or newspapers to examine the architecture in the cities described and compare it with that of the Gothic Church.

ACTIVITIES ON CHANGE

1. Have students read a biography of a famous person and describe how he/she changed over the course of his/her life.
2. Have students study changes in technology and their implications.
3. Have students trace the means by which people have changed their governments.
4. Have students trace the changes in the ways people were educated from ancient to modern times.
5. Have students trace the changes in the Roman Catholic Church and the implications for western civilization.

DRAMATIC EPISODE

Do something dramatic (e.g., knock over a globe, throw an eraser across the room, pick a "fight" with a student) and ask students to reconstruct what happened. Ask students how they explain the different versions of what took place. Ask how we can reconstruct what actually took place. Ask what problems this suggests for the historian.



IMAGINARY LETTER

Slowly open an envelope or unfold a sheet of paper. Say to the students: "The other day I received a letter I would like to read to you. 'Dear_____, I hear you are going to discuss the glorious achievements of the Soviet Union. I hope you will tell your students of the great and good democracy the Soviet Union is. Your friend, Brezhnev.' If you had received such a letter, how would you answer it?"

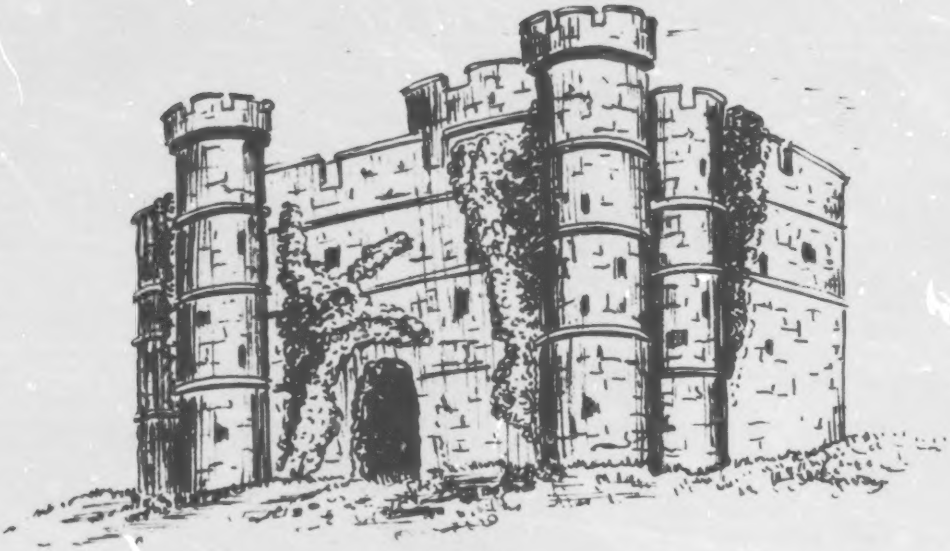
NATIONALISM

Students can deal with the abstraction "nationalism" by defining the term, developing criteria, and applying the criteria to nations at different stages of development. In addition, they can deal with the value dimensions of nationalism by discussing such propositions as the following:

1. Nationalism and the destructive energy it releases is the major danger to world peace today.
2. Some world control techniques will need to be found to control the aggressive forces released by nationalism.
3. American nationalism is no better or worse than any other kind of nationalism.
4. Nationalism is a positive benefit to a people because it unifies them, makes diverse peoples coherent, and checks tribal conflict.

DEBATE

Divide the class into two groups and allow two days for research and debate. Have the groups debate the pros and cons of their assigned topics. One group will address the government and society of Sparta. The other group will address the government and society of Athens.



MEDIEVAL VS. MODERN LIFE

In this activity students deal with some of the important qualitative distinctions between medieval and modern life. However, it is important that they avoid simplistic good-bad, "dark ages" thinking.

1. Have students describe the differences between a European town in the year 1200 and a large city—London, Tokyo, Moscow, New York—in the mid-twentieth century.
2. In a comparison and contrast of the medieval and modern world, ask students to discuss the changes that took place in the family and the community as a result of industrialization. For instance, what changes that we would tend to consider desirable were gained as a result of the Industrial Revolution? Students may mention security, a higher standard of living, convenience, better health, greater ease of communication and travel, or more available education. They may also list--or they may need prompting to list--such liabilities as the loss of an organic community with close, warm, primary relations; the development of lethal weapons of destruction; the loss of the extended family; and the loss of simple standards of values.

INDUSTRIAL REVOLUTION

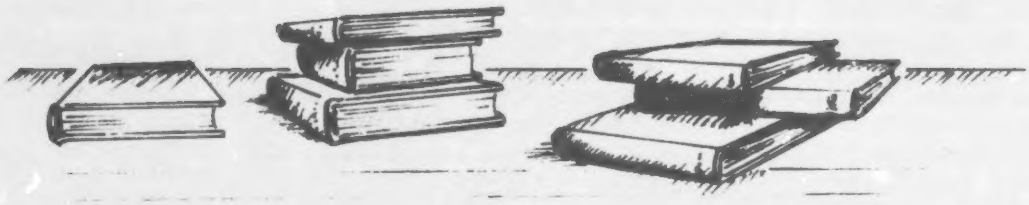
Have the students draw a political cartoon that illustrates a problem found in society in the early years of the factory system.

CAN YOU DIG IT?

Have the students pretend they are archaeologists digging in ruins from the year 2000. They "dig" into their own classroom. Point out various objects in the classroom and have the students tell what they can determine about our society today from the objects found. Include such objects as the following: desks, pencils, textbooks, maps, file cabinet, clock, bulletin board, chalk, flag, globe, paper, overhead projector.

This activity is used to promote a better understanding of how archaeologists and sociologists study, classify, and identify societal characteristics from artifacts found in ancient cultures.

GENERAL
SOCIAL STUDIES



HISTORY BOOK REVIEW

A book review is a critical analysis of a book. It is generally highly interpretive, subjective, and personal. The reviewer should support opinions with good logic and arguments.

There is a difference between a book review and a summary of a book. The purpose of the review is to inform the reader of the reviewer's opinion.

Historians must read many books and be familiar with many more books than they are able to read because of lack of time. The means by which they familiarize themselves with books they do not read is the published review. Thus it is the duty of the reviewer to provide readers with enough information about the book in question so that they know the main themes after having read only the review.

Not all the following suggestions are meant to apply to the review of all books. They are general suggestions, most of which will apply to most books.

1. Who is the author? What authority (degrees held, awards won, books written, area from which he/she came, etc.) does he/she have to write such a book?
2. What was the author's purpose in writing the book? (It is usually expressed in the introduction, preface, or foreword.) How well did he/she achieve his/her purpose?
3. Is the book biased? If so, does the bias detract from the value of the book?
4. What is the geographical, chronological, and subject scope of the book?

5. For whom was the book written? Remember that the intended audience does not necessarily detract from nor add to the value of the book. It is your duty as a reviewer to decide who should read the book and perhaps who should not. Avoid saying, "I recommend this book to everyone."
6. Is the book accurate throughout? Is it a reliable source of history? Determine its accuracy by checking some of the facts and details the author states against those in reference books.
7. What sources did the author use in gathering data for this book? This does not mean to list all the sources the author used. It refers to whether the author relied upon mostly primary or secondary sources and whether the sources are new to the field of writing.
8. What is the historical value of the book? Does it contribute to historical literature?
9. Is the book interesting? How? Why? Are there any especially attractive or detracting features? Avoid saying, "This book was interesting."
10. Is the book easy to read because of the author's style of writing? Why? Avoid saying, "This book is easy to read."
11. Many books need maps and charts to make them complete. Some books need no such features. Consider this for the selected book.
12. Most books are better if pictures and illustrations are included, providing the reader with a better mental picture of what the book is about. Consider this for the selected book.
13. Is there an adequate index? What sort of bibliography and notes are given?
14. What is the publication date of the book? Does that affect the historical value of the book?
15. If the author were going to rewrite the book, what suggestions could you offer?

16. Compare the book to earlier works of a similar nature. Is it better? Worse? Definitive?
17. Consider the balance and length of the book in relation to the subject.
18. Compare the book to earlier works by the same author. Is it better? Worse?
19. What is your interpretation of the importance of the major event(s) or major character(s) to our heritage?

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HISTORY CALENDAR

Have a student or a group of students research events and the dates they occurred. The time frame for this activity is flexible. Every day of the month must have an event associated with it. The students use poster board or butcher paper and make a calendar that shows the researched events. At the top of the calendar page for each month have them place an illustration representing the event they consider the most important occurring that month. Have students prepare a bibliography of the sources they used to obtain their information.

PRESERVING LIVING LEGENDS: ORAL HISTORY

For this activity a cassette tape recorder and microphone are needed for every four students. The activity may be used with a class of about twenty-five students; fewer students would be an advantage. Students should be given two to three weeks to complete the interview. This will allow time for scheduling the interview and for rerecording sections as necessary. It would be helpful to have students read interviews from some of the books in the Foxfire series by Eliot Wigginton and his students in Rabun Gap, Georgia. (The school librarian can probably help locate these books.) These books indicate the down-to-earth, common-sense interviewing style that has worked so well in the Foxfire series.

Ask each student to schedule an interview with an elderly person in his/her family or in the community. The interview might involve a skill the elderly person has, such as quilting; early-day wheat harvesting; soapmaking; coal mining; oil field drilling in the early 1900s; cooking for a harvest crew; or an early-day automobile trip or train ride. The interview could also deal with life in an early-day community and what it was like, remembrances of the depression, personal triumphs or trials, etc. The topics that could be covered are many, but the important thing is for the students to allow the interviewee to share what he/she feels is important. The student should submit a list of questions before the interview, however, to ensure that the conversation will not bog down, but will keep moving. Before the interview students should practice with one another to learn the operation of the cassette recorder so that the volume will not be too low to be heard, etc.

As students complete the interviews (about ten to fifteen minutes long), play them for the class and allow the interviewer to discuss his/her feelings and what he/she has learned from the project. The most successful interviews might be saved for a permanent classroom library as a way to teach next year's students the technique of interviewing.

OPPOSING VIEWPOINT

Anytime an issue is presented in which there seems to be two decidedly different views, try to conduct an opposing viewpoint discussion and vary it each time it is done. The following are suggested methods:

1. Divide the class into the two sides of the issue. Have members of both groups research the issue and elect a spokesperson to present their information. (Try to arrange the presentation for another class.)
2. Have only those students interested in the issue do the research and select a spokesperson. Then have the two spokespersons present the information to the entire class.

You may even want to videotape the presentation for playback to the other classes.

SCAVENGER HUNTS IN THE LIBRARY

This activity is designed to help students become skilled in using reference aids in books (tables of contents, indexes, glossaries, etc.), library reference aids (Readers' Guide to Periodical Literature, card catalog), and reference books (encyclopedias, dictionaries, almanacs, atlases). Use a scavenger hunt like the one in the sample below to help students become competent library researchers.

1. On what pages in your textbook is James Garfield mentioned?
2. What would you find at 40° N latitude, 0° longitude?
3. Who is the president of Mexico?
4. Name three magazine articles about U.S. trade with Japan.

   magazine article title *magazine* *date* *page nos.*

Many other questions are possible. As a variation, write questions on 3" x 5" cards and organize students in teams of three. Have each team draw nine question cards. The first team to correctly answer all their questions wins the game.

Grateful acknowledgement is made to the following:

Indiana Department of Public Instruction for material adapted from Social Studies: A Guide for Curriculum Development.

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Nebraska Department of Education for material adapted from Instructional Units to Accompany Economics for Nebraska's Junior High School Students.

New York State Education Department for material adapted from Toward Civic Responsibility.

Teacher's Learning Center, Albuquerque, New Mexico for material adapted from Twenty Activities to Expand Your Students' Knowledge of the World While Studying Your State.

EVALUATION
CLASSROOM LEARNING
ACTIVITIES FOR SOCIAL STUDIES

In order for us to continue to improve the publications of the Curriculum Section of the Oklahoma State Department of Education, would you please take time to respond to the questions below?

1. Circle grade level taught: K 1 2 3 4 5 6 7 8 9 10 11 12

2. Subject(s) taught: ______________________________________

3. Was the content of this publication generally appropriate for your subject area and grade level? _____ appropriate ____inappropriate

4. The suggested activities were: _____most helpful ____helpful

5. This publication is divided into several sections. Which section do you think will help you most? __________________________

6. How could this publication be improved? ____________________
____
____

7. What other types of social studies publications would be of use to you? ____
____
____

Please cut at dotted line and return to: Social Studies Specialist, State Department of Education, 2500 N. Lincoln Boulevard, Oklahoma City, OK 73105.

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In the following space, would you please share a successful teaching idea and or activity? (use back of page if more space is needed)

Name ________________________ School System ____________________
____
____
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RETURN TO: Social Studies Specialist, State Department of Education,
2500 N. Lincoln Blvd., Oklahoma City, OK 73105

"END OF DOCUMENT"